

A.—SRI ANNA RAO GANAMUKHI
(Minister for Education).—

(a) No.

(b) No.

(c) Does not arise in view of the replies to clauses (a) and (b).

Construction of a Bridge near Gangooru in Halebidu Hobli.

*Q.—241. Sri H. K. SIDDIAH (Belur).—

Will the Government be pleased to state :—

(a) whether it is a fact that an estimate for the construction of a bridge across the 'halla' near Gangooru in Halebidu hobli, Belur taluk, has been sent to Government;

(b) if so, the stage at which it stands at present?

A.—Sri H. M. CHANNABASAPPA (Minister for Public Works and Electricity).—

(a) & (b) An estimate for Rs. 10,000 for the work has been sanctioned by the Superintending Engineer, Cauvery Circle, Mysore, and arrangements are being made to start the work.

Officials of Hyderabad and Bombay transferred to this State on the eve of Integration.

*Q.—261. Sri V. P. DEENADAYALU NAIDU (Cubbonpet).—

Will the Government be pleased to state :—

whether it is a fact that the salaries and emoluments of Officials in all categories belonging to Hyderabad and Bombay and who have come to the New State of Mysore after integration were enhanced on the eve of integration?

A.—Sri B. D. JATTI (Chief Minister).—

No.

Application from Landless Families for Grant of Lands in Hassan District.

*Q.—246. Sri H. K. SIDDIAH (Belur).—

Will the Government be pleased to state :—

(a) the number of applications received from the landless families for the grant of Government lands in Hassan District for the last one year;

(b) out of them the number of Harijan families to whom land has been sanctioned according to the present darkhast rules (talukwise details to be furnished)?

A.—Sri Kadidal MANJAPPA (Minister for Revenue).—

(a) 3644

(b) Hassan	...	15
Alur	...	57
Belur	...	33
Manjarabad	...	37
Arkalgud	...	76
Holenarsipur	...	29
Channarayapatna	...	40
Arsikere	...	17

Total ... 304

BUDGET FOR 1959-60—DEMANDS FOR GRANTS.

Demand No. 20—Education.

37. Education.

Sri ANNA RAO GANAMUKHI (Minister for Education).—On the recommendation of the Governor of Mysore, I beg to move:

"That a sum not exceeding Rs. 11,32,90,700 be granted to the Government to defray the charges which will come in course of payment during the year ending 31st day of March 1960, in respect of 'Education'."

Mr. SPEAKER.—Motion moved:

"That a sum not exceeding Rs. 11,32,90,700 be granted to the Government to defray the charges which will come in course of payment during the year ending 31st day of March 1960, in respect of 'Education'."

Sri J. B. MALLARADHYA (Nanjangud).—Sir, I request you to kindly permit me to sit and talk today...

Mr. SPEAKER.—Yes.

[Sri A. Muniyappa rose.]

ಶ್ರೀ ಎ. ಮುನಿಯಪ್ಪ (ಚಿಕ್ಕಬಳ್ಳಾಪುರ).—ನರಿಯ ಕೂಗು ಗಿರಿ ಮುಟ್ಟಲಿಲ್ಲವೇ?

ಅಧ್ಯಕ್ಷರು.—ಇಲ್ಲರುವವೆಲ್ಲಾ ಹುಲಿಗಳು, ಇಲ್ಲ ನಂ ಯಾವುದೂ ಇಲ್ಲ.

ಶ್ರೀ ಎ. ಮುನಿಯಪ್ಪ.—ತಮ್ಮ ವಿಚಾರದಲ್ಲ ಏನಾದರೂ ನಾನು ಮಾತನಾಡಿದರೆ ಅದನ್ನು ಪಾಪನು ತೆಗೆದುಕೊಳ್ಳಬೇಕು ಎಂದು ಆಗಾಗ್ಗೆ ಎಚ್ಚರಿಕೆ ಕೊಡುತ್ತೀರಿ. ಕೋಲಾರ ಜಿಲ್ಲೆಯ ಹರಿ ಜನರ.....

ಅಧ್ಯಕ್ಷರು.—ಆ ಪ್ರಶ್ನೆ ಆಗಿ ಹೋಗಿದೆ, ಕುಳಿತು ಕೊಳ್ಳಿ.

I would like to impress on the party leaders that such interruptions should not come. They must make a note of it. He is raising a point—he wants to talk something about Harijans or the Depressed Classes. That point has already passed. What is the use of talking about it now?

Sri C. K. RAJIAH SETTY (Chik-nayakanahalli).—May I know whether you are calling according to the list?

Mr. SPEAKER.—Of course that is there. I am following the list as far as possible. Sri Mallaradhy will speak.

Sri J. B. MALLARADHYA.—Of course I oppose this demand and my reasons for opposing it are.....

Mr. SPEAKER.—I would like to mention that you must keep your mind on the time, 15 minutes each. I said I am following the list and I am sorry according to the list Sri V. Srinivasa Shetty's name comes first and not of Sri Mallaradhy. So Sri Srinivasa Shetty may speak.

[Sri V. Srinivasa Shetty was not in the Hall.]

Mr. SPEAKER.—Then Sri Mallaradhy will speak.

Sri J. B. MALLARADHYA.—The first point that I wish to make on behalf of this demand is, usually whenever a major educational policy is adopted by the Government, the Legislature is taken into confidence and either in the form of a White Paper or in any other manner the Legislature is kept informed of the recent developments. During the last one or two years this wholesome practice has not been followed by this Government for reasons best known to themselves. Latterly we have had the introduction of the three-year degree

course; we have had the reduction of the primary grade of education from eight to seven years; we have had the three-year secondary education changed into four; we have the system of multi-purpose high schools, and a host of other educational reforms introduced in the State without the Legislature either being taken into confidence or being consulted previously. I want to know if there were any compelling reasons for doing this kind of a thing. I shall leave it at that and take up the University first in regard to my remarks.

It was as far back as 1916 that the Mysore University was established at a time when the many-sided development of culture and material advancement of the country was being considered by those in power. At that time when our Mysore University was established, University reform in India was proceeding in two directions; one was the re-organisation of the existing federal type of Universities in Calcutta, Madras, Bombay and Allahabad and the formation of unitary residential Universities in a very compact area. I think it was Mysore which took the lead in establishing a unitary and residential type of University in the whole of India. This has worked during the last 42 years and when we started there were only two colleges with about less than thousand students. Today the Mysore University claims the distinction of having the control over as many as 55 University institutions. The total strength of the students in the various colleges has gone beyond the limit of 30,000. In some of the colleges notable in the Central College at Bangalore and the Maharaja's College at Mysore the strength has gone beyond 2,000. All this raises a very important problem in education as to what we should do if at the same rate University education is going to advance. There is always a complaint that even though the Government is not in a position to comply with the directive principles of the Constitution in the matter of making education universal and compulsory throughout the State lakhs and lakhs

(SRI J. B. MALLARADHYA)

of rupees are being devoted to the University education. That is one complaint. The other complaint is that in a democracy, are we going to be satisfied with merely primary education or are we going to make provision for technical, technological and scientific education in an adequate measure? These are the two questions which have been posed from time to time.

Sir, so far as University education is concerned, it seems to me that we have reached a stage when we have got to regulate admissions to the University institutions. You are probably aware, Sir, that whenever a candidate does not get a seat in a professional college, either in the Medical College or in the Engineering College, he drifts into Arts course or to Science course. There may be condemned material from various institutions—from the secondary grade to the higher grade either B.Sc. or Arts course. Ultimately the rate-payer has got to pay for university education. After all, Universities are maintained out of the money given by the Government—tomorrow the Government may take over these colleges—ultimately the responsibility is on the rate-payer. Indeed it raises a very difficult problem for the Government whether they should not do something to arrest this mad rush or indiscriminate going of students from the secondary schools automatically to the colleges.

I will now talk about University and its autonomy. It was in the year 1956 that the University Act was passed into law, and subsequently in the year 1957 an amendment to that Act was also got through this Legislature. That autonomy, I am wondering, whether it is real or it is there in name. I will give you one or two instances where this autonomy of the University has been interfered with. We have had occasion to see the last nominations to the Syndicate which was recently constituted. I am asking the Government whether there was no talent outside the Congress circles for being nominated to the University Syndicate. It raises

a reasonable apprehension in the minds of the public that even in an academic body like the Syndicate the ruling party wants to have only its representatives. It is not as if I have anything to say against the members who are nominated; they are my distinguished colleagues in this House. I have nothing to say against them personally. I am only raising a broad principle or point whether it is fair for the Government. I know that the answer will come that it is the Chancellor who has nominated these persons. After all the Chancellor who happens under the Act to be the Head of the State is a constitutional head and it is to be presumed under the Constitution that in whatever he does he is advised by the Council of Ministers. Having regard to this, I am irresistably led to presume that the Government must have advised the Chancellor; if they have not done so, I think they cannot shirk the responsibility; if they have, there is no justification at all for doing this kind of a thing.

There is another matter. About 14 months back the University sent a set of rules regulating selections to be made to the teaching staff of various colleges. I do not know where the rules are held up. They were referred to the Chancellor who has referred them to Government in the Law Department. The rules have never seen the light of day from the Law Department. The University work is at a standstill. The most difficult thing facing the Syndicate today is that by the end of March 1959 as many as 152 local candidates working in the various university institutions will be thrown out of employment in spite of the fact that they have been working for periods ranging from six months to three years. The Vice-Chancellor has got power to make temporary appointments for a period of six months or for the duration of the academic year, whichever is more. Appointments are being made from 24th June to 31st March and thereafter neither the Syndicate nor the Vice-Chancellor has got power to make appointments. This is going on for a number of years.

There are 152 candidates who have been working from one to three years like this. Since the rules have not been approved by Government so far, the work of the University is held up. The University Grants Commission is giving a lot of money, but, we cannot make appointments of lecturers and other staff and make use of these grants. You will see how from one side you say that autonomy has been given to the University, but from another side the Government holds up the normal work of the University at every stage.

Sir, you will be surprised to hear that even though the grants for 1958-59 are passed and included in the Budget, not a pie has been transferred to the University. The official year is coming to a close. I cannot understand how Government can allow the concerned department to function in this manner. Whenever I say something against Government and the Ministers, they think I am very sarcastic and uncharitable in spite of my having been in Government service. If there is anything wrong I cannot help making a comment on it. I do not make a comment without reasonable cause for doing so. The University Grants Commission has made a budget allotment of Rs. 23.84 lakhs for the development of humanities in the Maharaja's College. We have accepted it and we have to develop the study of economic and political science, psychology, Kannada and Hindi. There is another scheme by the U.G.C. for the development of science at a total cost of Rs. 23.37 lakhs which is to be financed in the proportion of 66 $\frac{2}{3}$ by the U.G.C. and 33 $\frac{1}{3}$ by Government for non-recurring. So far as recurring expenditure is concerned, it is to be met on the basis of 50 : 50. On this basis the University has framed its budget and it expects the Government to give it during the current year a sum not less than Rs. 34,73,000 in addition to the normal grant due from the Government. Unless Government gives this amount, the equivalent sum of Rs. 76 lakhs which is due from the U.G.C. is not going to be made available to us. So I request

the Hon'ble Minister for Education and the Government to kindly consider whether it would be worthwhile our losing the opportunity of utilising this full amount.

In this connection I wish to remind the House that the Mysore University is one of the few universities which has not utilised the financial assistance that is forthcoming. Though we have accepted the Humanities' grant we have not yet been able to accept the grant under Science.

Talking of science, in future this university will have to devote itself more to research. While the National Laboratories and Research Institutes will play an ever-increasing part in furthering the application of science to industry, it is clear that ultimately we have to depend on the universities in India for an even and constant flow of scientific workers and leaders imbued with zeal. The Mysore University should be one of the fountain heads of knowledge both in humanities and science. It is in this free democracy of universities that we look forward to a vigorous pursuit of science. Against this background if we miss this opportunity of financial assistance from the U.G.C. it would not be correct on our part. Our legislators and the public and the man in the street have a right to ask us: "You are spending lakhs and lakhs for university education; you say you do so much research and so much scientific discovery, but what is it that you have given to the nation." I think this is a legitimate question to ask. It is not enough if the results of research that you have done in universities are published in certain university journals.

Mr. SPEAKER.—I want to remind the Hon'ble Member about the time. We have many speakers today; In all there are 16 members who want to speak.

Sri J. B. MALLARADHYA.—I will request my partymen to forgo their chance in my favour.

I was saying that the common man is making a complaint that the results of scientific research have not reached him. It is the genius of the American

(SRI J. B. MALLARADHYA)

universities that the results of both fundamental research and applied research have always been allowed for the benefit of the common man. It is against this background once again I must say that we must not lose this opportunity of utilising the assistance of the U.G.C.

Coming to the report of Lakshmanaswamy Mudaliar Committee, I am glad that the Minister has said that the matter will come up before this House after the two universities have discussed the report.

I understand that the Tata Institute of Science is to function as an independent university. I do not know if the Government of Mysore were consulted in this matter. I have raised this question through an interpellation. This is an interference with the jurisdiction of the Mysore University. I do not know at this rate if the Food Research and Technological Institute at Mysore will also sooner or later be converted into a university which means that the Mysore University which is one of the oldest universities which has been contributing a great deal to the spread of scientific knowledge and knowledge of humanities will be truncated and reduced to the position of an oriental research institute. Have Government visualised what exactly is the implication of this move? I want Government to seriously consider this and arrest this kind of tendency on the part of the powers that be, even if it be the Government of India, and to see that they do not interfere with the territorial jurisdiction and the operation of our educational activities vested in us by law.

Sri ANNA RAO GANAMUKHI (Minister for Education)—Is this Institute affiliated to the Mysore University?

Sri G. VENKATAI GOWDA (Palaiyam).—In what way is it coming in the way of the Mysore University?

Sri J. B. MALLARADHYA.—How can you allow two universities to give Doctorate, Ph.D., D.Litt. and other degrees within the same limits of the

Mysore University? Two universities functioning in the same area is not to be found anywhere.

Sri G. VENKATAI GOWDA.—What is wrong in that?

Sri J. B. MALLARADHYA.—This is an encroachment in the jurisdiction of the Mysore University. If the Hon'ble Member cannot understand the implications of that, I do not want to say anything more.

Coming to the question of educational policy, if academic standards of the University have got to be maintained we have to introduce certain reforms in the several grades of education from the primary to the secondary. Latterly, if you see the number of students appearing for the S.S.L.C. and the number of students passing, you will find that the standard has gone down. Add to it the effect of giving grace marks to make boys pass. This is another thing which is calculated to lower the academic standard of our educational institutions.

2-30 P.M.

It seems to me, Sir, that one urgent reform that is very necessary for the Department is the reorganisation of the Department itself. I know of States where there is a separate Director for being in charge of basic education and primary education which are very important items of work requiring full attention of a whole time Director, particularly in the context of importance attached to primary education and basic education as a constitutional directive. I do not think we can take liberty with that grade of education. Then, Sir, secondary education has been admitted to be the weakest link in the general educational system and it must have a separate Director of Education.

Sri ANNA RAO GANAMUKHI.—Excepting Kerala, no other State has got a separate Director.

Sri J. B. MALLARADHYA.—Yes, Sir. With the reorganisation of the States and the emergence of a large number of schools, particularly in the integrating areas, the responsibility of the Director has increased ten-fold, if I

can rightly assess. Well, Sir, if Lakshmanaswamy Mudaliar's recommendation is going to be accepted, you are appointing another Director of Collegiate Education. In any case, what is very urgently required is the reorganisation of the Department; particularly, so far as the polytechnics are concerned. If I see the type of people whom you are engaging as Members of the staff, you are engaging lecturers for polytechnics people who had just passed out of the Polytechnics; a fellow who has passed in March 1959 is appointed as a lecturer in July to the very same Polytechnic. Nowhere, in no other country is such a thing done. No less than an Engineering Graduate, people who have passed with highest distinction, are appointed; it seems to be not realised that even for polytechnics, highest standards of teaching are called for; otherwise all our industries will suffer. This particular system must be stopped. Well, Sir, talking about primary education, if you will kindly see page 115 of the Expenditure Estimates, I see that a grand sum of just Rs. 8,000 is allotted for what you call productive activities of schools. For a big State like this, for productive activity in various institutions you allot a sum of Rs. 8,000! I want to know on what basis you are going to distribute this amount. Well, Sir, there is one other matter which I should like to bring to the notice of the House before I forget. There is what is called the Mysore State Education Federation. I shall give you a few samples of the way in which this Federation which represents more than 65,000 teachers of the State is being treated. Well, Sir, it was on 24th May 1957 that a memorandum was submitted on behalf of the Federation to the then Minister for Education in regard to the various points which were included in the Memorandum. Reminders were issued on the 10th of January, on the 18th of September, 30th of July, 8th of July, 6th of August and 27th of September. Till today, I am sorry to say that no reply has been received from the Government or the Department in respect of this memorandum. I will only give you a

sample of the few subjects included: sanction of a pension scheme for schools in local bodies; grant of advance increments to teachers in municipal schools who pass B.Ed. at their own cost; introduction of promotional grades amongst Assistant Masters, Pandits and Clerks in Municipal and District Board High Schools; confirmation of Assistant Masters and other employees working in Municipal and District Board High schools who are working as local candidates since 1951; empowering Headmasters to draw their salary in Treasury on behalf of the schools on the 1st of every month; fixing of headmasters in corresponding grades of High Schools,—latterly I see Hon'ble the Finance Minister has made a reference to it in his speech; even there an invidious distinction is shown between Headmasters of Municipal and District Board High schools and Headmasters of Government High Schools—appointments of examiners and others for conduct of examinations in the Department. We spend very nearly Rs. 13,61,600 for conducting examinations in the Department; about the kind of discrimination that is being shown, the way in which teachers in the Department and the teachers working in various private institutions are being treated, I think, less said the better; that forms one of the representations in the memorandum;—exemptions to teachers above 45 years of age from passing teachers' training examination and to give them the benefit of higher grade; utilisation of accumulated Sports funds in several institutions;—more than 10 to 12 lakhs of rupees are lying idle; many representations have been made at various platforms in regard to the proper utilisation of this sum of Rs. 12 lakhs; no decision has been taken. It will be very easily conceded that in the whole of the Budget there is not a single pie allotted for the encouragement of Sports. I made this observation at the last Budget speech. I have said: "why is this sport talent lacking in the entire Ministry"? Am I to repeat the same allegation this time also? I cannot understand why when money is

(SRI J. B. MALLARADHYA)

available you don't find ways and means of spending it. Well, Sir, the last subject which forms part of the memorandum is the sanction of a site for the construction of a Federation building. We have some money already collected out of subscriptions from each of the teachers. It has come up to a sum of Rs. 60,000 and that is lying idle and we would have got an equivalent sum of money from the Government of India and we would have pressed our claim that you have to give the same. But you have not been able to give us the site. I am bringing to the notice of the Government the delay that occurs when representation is made on behalf of the Federation consisting of 65,000 teachers. This is, Sir, a sad commentary on the administration of the Department. I shall stop at that.

SRI ANNA RAO GANAMUKHI.—Who is the President?

SRI J. B. MALLARADHYA.—The President is J. B. Mallaradhy.

MR. SPEAKER.—Who is J. B. Mallaradhy? Is he the Member of the House?

SRI J. B. MALLARADHYA.—Yes, Sir. He is a Member of the Assembly. The age of retirement of teachers in schools;—Sir, that order had been cancelled, revoked and revised and the teachers in the Department have the benefit of being employed up to 58 years if their progress and their conduct is satisfactory. But in the application of this order, a number of difficulties have arisen. I have, as President of the Federation, got at least 300 to 400 applications pending indicating the way in which they have been discriminated against. I think it is time that the Department looked into these matters and be a little more generous in the interpretation. A man has been retired just a day previous to the passing of the Government Order and that order was unjustly revoked under the Reorganisation Act. They had the privilege of being continued after 55 years. I brought this legal

aspect to the notice of the then Education Minister on the floor of this House. He said he would examine it. I think even the Law Section has advised that what the Government did was not correct. Now the interpretation given to that order is to the detriment of a large majority of teachers. I request you to kindly examine that matter and see what can be done.

Sir, in regard to Integration Committee's recommendations, I do not know what exactly has happened and when final orders of Government will issue. In regard to concessions and facilities to children of school teachers, no final orders have been passed. With regard to the constitution of several Boards, the representation of teaching fraternity is mostly inadequate. The Government have recently constituted a number of Boards. If you will see the constitution, not more than 16 to 20 per cent of the teachers are represented in those Boards where academic point of view should predominate. I am not interested in pleading on behalf of anybody. But you must see that in such academic bodies, academic elements should predominate and no other consideration should come in. Sir, in regard to the proposed College of Physical Education, I can only say that the starting of one college will not meet the requirements of the entire reorganised Mysore State. According to the recommendations of the Expert Commission, persons who have got to be in charge of physical education should be duly qualified. The minimum qualification that is prescribed is in addition to a degree a diploma in physical education and today physical education in various Institutions is in the hands of people who are not qualified and who are not interested in it and that work is forced on them in addition to their routine academic duties. In view of this it is better that we start one more college on a regional basis, one for the integrating area and another for the old Mysore State.

I have already said that the Government have not thought it fit to devote

any amount of money for the sports budget at all. I do not know what has happened to the Sports Council which was constituted some time ago. It seems to be a defunct body. The House will have seen from the papers that the Government of India have reconstituted the Sports Council which was set up three years ago. We do not know what exactly is happening with regard to this Sports Council. I only urge that Government should take up this matter immediately and in constituting this Council let there be no political considerations and let people who are really interested in sports and who are associated with educational institutions where sports and game activities are in abundance be taken on it. Let people be taken on it irrespective of whether they belong to this party or that party because it is the constitution of the Council which is all important. If you bring in warring elements and conflicting interests, I am sure there will be tragedy and the Sports Council will never function.

Talking about N.C.C., A.C.C., Scouts and the Seva Dal, I have never been weary of repeating that here is a case in which Government always discriminates one against the other. I know that N.C.C. is the second line of defence in the country. I want to know what justification is there for Government to show needless preference to the A.C.C. which is a movement which has come into the picture comparatively recently. The Scout Organisation has been in existence for over 56 years. I want to know why you are treating it in a step-motherly fashion. We sent a plan involving an expenditure of Rs 7 lakhs. You have provided Rs. 75,000 under development schemes. To another organisation of recent origin you have provided Rs. 90,000 even without a plan. This kind of discrimination in the budget allotment leads to the natural inference that you do not want to favour a few organisations. It is not fair for the Government, particularly in the matter of youth activities, to show this kind of invidious distinction.

With regard to midday meals, the provision is only Rs. 2 lakhs and Rs. 1

lakh out of that is from the development budget. I know that the State Government cannot foot the entire bill. This midday meal business affects by and large the students coming from rural areas. I do not think that in the distribution of this allotment preference should be shown to urban areas. As a matter of fact, I know that there are schools situated at a distance of $2\frac{1}{2}$ or 3 miles. Boys will have to come at 8 o'clock in the morning and probably they go back at 4 o'clock in the evening. In a large majority of cases they do not come after taking their morning meal and they go back for their evening meal. To what extent will it be possible for Government to meet the demands of rural schools? I do not know why urban schools should be altogether shut out from the purview of this scheme. The local people will collect Rs. 2 lakhs. That is part of the scheme which is hardly sufficient. In a budget of 12 crores if you provide Rs. 1 lakh for midday meal scheme in the rural areas, it is a gross underestimation of the requirements under that head.

In regard to the policy of grant-in-aid to secondary schools, it has been suggested that 75 per cent of the net authorised expenditure should be given as grant to them. I do not know whether it is going to be accepted by the Government. In any case, there has been a lot of complaint from the integrating areas. I had an occasion to tour Dharwar and Bijapur districts and there the local associations feel that the whole thing is kept in a state of uncertainty. So, the sooner the Government comes to a decision in this matter, the better it is. In regard to the fixation of the quantum of grant under various categories, it is better that this uncertainty is removed.

I have got to say a word about the Sangeetha Natak Academy which is supposed to have come into existence in the year 1954. I do not think it brings credit to anybody, not excluding the Government. That this academy should function more or less like a defunct body in a State which has such a rich heritage of culture and fine arts is a matter for which you and I have

(SRI J. B. MALLARADHYA)

to bow down our heads in shame. I do not wish to say anything more. You have made a provision of Rs. 56,000 for the whole year.

I remember that last year a sum of Rs. 1 lakh was allotted in the budget for the purpose of setting up an Open Air Theatre or a theatre in this part of the State so that the needs of the entire theatre-loving people might be satisfied. I see that that provision is totally absent from the Budget for 1959-60. Is there any good reason for it or is it the view of the Government that there is no need for an up to date modern theatre either in Bangalore or in Mysore. I am afraid the Academy is not functioning properly. You have put in people who fight with each other and there is no one who could give even proper direction. I am afraid that the large amount of money that you have allotted is going to lapse and nothing is going to be done for the development of art and culture in the State. Why I am bringing this to your notice is that you should do something radically different from what you have been doing till now.

In regard to the working of basic education, I am afraid that there is a lot of it on paper. During the last six months I had occasion to visit a few basic education centres. I shall give a list of them if you want. I have to submit with the greatest amount of humility that we are trading in the name of the great Father of the Nation. We are talking of “ಕ್ರಿಯಾತ್ಮಕ ವಿದ್ಯಾಭ್ಯಾಸ.” ನೀವು ಮಾಡುವುದರಲ್ಲಿ ಕ್ರಿಯೆಯೂ ಇಲ್ಲ; ಆತ್ಮವೂ ಇಲ್ಲ. ಅದು ವಿದ್ಯಾಭ್ಯಾಸ ಮೊದಲೇ ಅಲ್ಲ. But there is neither *kriya* nor *atma* nor *vidyabyasa*. In this connection, I would like to pay a tribute of admiration to the basic schools working in the integrating areas. At least, they are following the procedure that has been laid down. I must say that the progress and development of basic schools in the integrating area is infinitely better than what it is in the erstwhile Mysore State in spite of the defects. Unless the Ministers and all those who belong to the legislature take it into their heads to see that basic education is a live reality, I am

afraid education would not be anything worth mentioning in Mysore State. You have got a policy of converting every primary school into a basic school sooner or later, but looking to the progress in this direction, I do not know whether it will be achieved within the next 50 or 100 years. What is the number of basically-trained teachers you have got? Do you expect the schools to function without them? What is the kind of facility you are giving to the basic schools which have got agriculture as the background without an inch of ground even for gardening? Has your Director given you the correct picture of the progress of basic education in any part of the State?

Sri ANNA RAO GANAMUKHI.—You want more basic schools to be opened but at the same time you admit that there are no trained teachers available. Unless they are available, how can we have more such schools?

Sri J. B. MALLARADHYA.—Then, why do you declare such a policy? I am talking of existing basic schools where you post people who are not trained in basic education. I am not saying that you must expand basic education when you do not have the trained personnel. What is the condition of basic schools at present?

In regard to Multi-purpose Schools, do you believe in them or does the Government of India believe in them? I know of two institutions for which you gave Rs. 60,000 or 70,000 for science equipment and in that year they promoted the boys without going through the regular curriculum. You go and inaugurate a scheme without previous preparation or without adequate equipment.

Sri ANNA RAO GANAMUKHI.—If you go to T.-Narsipur, you will find that they are traditional Multi-purpose schools.

Sri J. B. MALLARADHYA.—The Vidya-daya Rural High School at T.-Narsipur is not a traditional Multipurpose school. And the science equipment they have got after a struggle and trouble,—even the packages were not opened.

And then, Sir, in regard to the provision of craft teachers, I think, the less

said the better. I want to know what exactly is the plan of the Government in regard to the teachers, craft teachers. Have they got training centres for the purpose of training teachers and if so, what is the standard of training; what is the equipment that is given to these centres; whether the members of the teaching staff at these centres have themselves undergone any craft education? The picture is very hazy.

Sir, in regard to the savings and surrenders, I must say that the Education Department comes for the highest distinction. Year after year, if you will look into the Audit and Appropriation Accounts of any year, I think the Education Department gets the first prize, a gold medal for supreme inaction. There may be good reasons. I know that the State is spending as much as 11 crores for education. But year after year, you save roughly a crore of rupees. That is not fair. Sir, one of the reasons for this at least is the delay involved in the communication of sanction of the grant to the various institutions. It is sent very late.

So far as the school buildings and construction works in the Education Department is concerned, I am afraid with due deference to my Hon'ble friend the Public Works Minister, this is one of the most sadly neglected branches of his administration. I am quite prepared to accept any challenge in regard to this. The kind of attention, the sort of interest that is taken by the P.W. officers in the matter of construction of school buildings of the Education Department, if it is only compared to other buildings, I am afraid the results will prove things against them.

Sri G. VENKATAI GOWDA (Palaiyam).—Step-motherly treatment!

Sri J. B. MALLARADHYA.—Sir, in regard to the variation in the scales of pay of Headmasters

Sri H. M. CHANNABASAPPA (Minister for Public Works and Electricity).—If the Hon'ble Member will please yield, I would like to say that it is not our desire to give step-motherly treatment in regard to school buildings and hospitals and the like. It is a question of fact. There has been a certain amount of delay and that delay is not

on account of lack of enthusiasm on the part of the Public Works Department, but on account of certain procedures in regard to payments and things of the kind. I would like to submit that this question is engaging the attention of the Government and I would like to say that such delay will not recur hereafter.

Sri J. B. MALLARADHYA.—Sir, in regard to the revision of scales of pay of Headmasters, I want to know why the Finance Minister was so unkind as to announce a different scale only for the Headmasters in these private schools. In regard to other graduate teachers in private schools and local boards, the Government said the Government scales would apply. But in regard to the Headmasters, I want to know why this distinction was made. The sooner you issue an order saying that the same scales will apply to private schools, the better. There are private institutions which are quite ready to treat the Headmasters of their schools on a par with the Headmasters of Government schools. What are the considerations that prevailed with the Government to come to this decision? Neither the Federation recommended, nor the teachers liked it. I think it must be some flight of imagination that must have played its part.

Mr. SPEAKER.—Perhaps, you get one day more for this Demand.

Sri J. B. MALLARADHYA.—Government have passed orders recently that same scales of salary will apply in regard to teachers under the local bodies and private managements.

Mr. SPEAKER.—Does it also apply to schools under the management of local bodies?

Sri J. B. MALLARADHYA.—Yes, even though these institutions fall in line with the Government. Sir, let me explain, in regard to grant-in-aid for private institution, if they pay their staff on the scales sanctioned by the Government, they will calculate the authorised expenditure on that basis, and Government said, 'we are prepared to foot the bill.'

Mr. SPEAKER.—Have they implemented it? I had been to some areas and there the private school teachers were complaining.

Sri J. B. MALLARADHYA.—I am satisfied that in erstwhile Mysore area, the Hon'ble Minister for Education, Sri V. Venkatappa once said that all institutions except two had fallen into line with Government.

Mr. SPEAKER.—I had been to Chintamani. There they said the pay scales of Government Schools had not been given to them.

Sri J. B. MALLARADHYA.—That is due to the Municipality and not to the Government.

Sir, in regard to allocations of teachers of District Boards schools and Municipal High schools, these allocation statements are pending final orders.

Smt. GRACE TUCKER (Deputy Minister for Education)—Government have given 87½ per cent and the local body has to give 12½ per cent and Government have sanctioned their portion.

Mr. SPEAKER.—Have all the local bodies implemented this?

Smt. GRACE TUCKER.—That depends upon the local bodies.

Mr. SPEAKER.—But ultimately the teacher suffers.

Sri J. B. MALLARADHYA.—Sir, in regard to this, I believe that in a number of instances, allocation statement is not sanctioned. There may be delay on the part of the institutions themselves. There may be delay on the part of the various officers of the Education Department. But the fact is that whatever benefit the revised scales are expected to give to the teachers, it has not reached the persons for whom it was intended. It is up to the Department and the Government to see that such delays are avoided and the people who are expecting to benefit by these scales, will get their revised scales of pay. I do not fully blame the Department and the Government. But from the point of view of the teachers concerned, it is not fair that even after two years after the revision, the benefit of revision should not reach the concerned person.

Sir, another matter to which I would like to draw attention of the Hon'ble Minister is that some important communications which either the Federation or the people send to Government remain unanswered for

months together. I will give you a sample of the latest one.

It was in the month of January of this year that I sent some important communication and that relates to a scheme of compulsory social service for University students that was thought of by the Federation.

Sri ANNA RAO GANAMUKHI.—If it involves any financial implication, it will take time.

Sri J. B. MALLARADHYA.—I am not bothered whether you sanction the scheme or not. Here is a scheme which is of topical importance and all educationists in India today are exercising their minds and trying to evolve a scheme to see how best to implement it. In a matter like that, a note running to 45 pages, we took the trouble of sending it to you and the Education Department. I did not have the courtesy of a reply much less acknowledgment. On the other hand, here is a letter I receive from the Ministry of Education, Government of India.

“Dear Sri Mallaradhyas,

“Please refer to your letter dated 26th February. We have read the note with interest.”

Sri ANNA RAO GANAMUKHI.—I have not come across your note.

Sri J. B. MALLARADHYA.—Sir, the same day, I sent one copy first to the Education Minister, and the next one to the Director of Public Instruction, because it was a paper which I was supposed to have read at the Inter-Universities Board Meeting held on the 28th of last month at Chandigarh and because of the Session, I could not go out. I sent it to the Minister for Education, Government of India, and this is the letter that I get from him in reply:

“I have read with interest the note that you have sent and I will take your note into account while finalising our scheme for compulsory national service.”

But our own Education Minister and D.P.I. have not found time even to acknowledge a communication from

me as President of the Federation, let alone, my being a member of the Assembly. This is rather disappointing !!

We wrote to you to permit us to hold a seminar on this. You have not even acknowledged it. I have had not even the courtesy of an acknowledgment. This is a rather depressing thing for anyone who wants to render voluntary service.

Mr. SPEAKER.—The House will now rise for Tea and meet after half an hour.

The House adjourned for Tea at Two Minutes past Three of the Clock and reassembled at Thirty Minutes past Three of the Clock.

[Mr. SPEAKER in the Chair]

Sri J. B. MALLARADHYA.—I invite attention to page 113 of the Expenditure Estimates. Item Nos. 21 and 22—Item 21 relates to purchase of agriculture implements and Item 22 to cultivation of lands. A sum of Rs. 10,000 has been provided. I presume that these items relate to lands given as Bhoodan for Educational institutions. This amount is being repeated year after year but, under the receipt side, what exactly is the net income that is derived from these lands which were endowed to many educational institutions in the shape of Bhoodan inaugurated some 4 or 5 years ago? What exactly is the type of work done there? Last year also a sum of Rs. 10,000 was provided. Have you brought under cultivation more lands? In this connection I may once again repeat that we have not seen the report of the administration of the Educational Department for four or five years. The Government might have received it at their level but members of this House do not know at what stage the schemes of Government of India, and other schemes are. It is better that, like other departments, the reports relating the Education Department are also made available to the members to know how the schemes are progressing.

I now refer to page 88 of Expenditure Estimates "Conversion of high schools to Multi-purpose high schools." There is an increase of one lakh of rupees under conversion of high schools into multi-purpose schools started in previous years. There is a foot note which says that the provision includes Rs. 86,000 for improvement of teaching facilities in the Multi-purpose High schools. It is better the Government make a clear statement of policy as to what exactly is their intention in the matter of conversion of high schools into higher secondary schools, conversion of Multi-purpose and conversion of primary schools into basic schools and whether each year that programme is adhered to. We do not know how many schools you are going to convert next year, whether this benefit of conversion is distributed to all the areas, etc. Unless it is made known to us, the development will be a lopsided one and the progress achieved will be poor. Even to this day there is no document about these except the Five-Year Plan. The Education Department upto the end of December 1958 has spent hardly 96.82 lakhs out of the total budget allotment for the year 1958-59 of Rs. 272.02 lakhs. The Department has not spent even 50 per cent for the third quarter ending in December. I do not know what guarantee is there that they will spend the remaining amount within the end of the year. I am speaking on the basis of an authorised statement given to me.

Then, I want to invite your attention to the fact that no provision has been made for play grounds. In the entire Mysore State you do not want to bring into existence play grounds for educational institutions. That is rather a sad and depressing picture.

Then coming to page 95 about the basic schools. On page 95 under the Establishment of Basic Schools under non-recurring charges, you have provided Rs. 4,08,600 during the current year as against Rs. 6,63,000 in the year 1958-59. This is under non-recurring expenditure. The inference is that you do not convert

(SRI J. B. MALLABADHYA)

any additional schools into basic type. The Budget allotment during the year 1959-60 is less than the Budget allotment for 1958-59. Am I correct in presuming that there will be no conversion as such of an ordinary type from primary to basic type in view of the reduced provision under the Budget? That is the information I would like you to furnish.

On page 108, in regard to scholarships, Item 12, Backward Communities scholarships, other than Depressed Classes—Sir, I do not know why though the accounts of the year 1957-58 show an expenditure of Rs. 4,20,856, the provision during the year 1959-60 is restricted to 2,24,980. When the cry is that the claims of the backward communities are not being adequately recognised, that special facilities are not being extended, here, is a piece of evidence to show that kind of allegation is justified; or if there are sufficient reasons as to why there is the reduction that is a matter which has to be accepted. I am personally inclined to think that the provision under backward community scholarships must be increased having regard to the fact that in the year 1957-58, it was as much as 4,20,856.

Well, Sir, there used to be a provision for the purchase of text books and certain other equipment for poor boys in rural schools and in some of the urban areas also. The fact of the matter is that in a large majority of the schools even the schoolmaster himself does not have a copy of the text book and any number of parents cannot afford to buy those text books. There used to be a provision of ten thousand or fifteen thousand or twenty thousand from year to year. But this year, I do not know under what item this is merged. I take it for granted that it is merged somewhere. What exactly is the provision made and whether that provision is adequate—an answer may be given that this provision is made under certain items. I would like to know whether you have assessed the requirements of the schools where the

students cannot purchase. I know that for Depressed Class students some provision is made for purchase of books and that even under the University, there is an allotment.

In regard to the condition of the primary school buildings, I have already said that the general construction of Government buildings is very poor in the department. But if you see the condition of some of the schools already built out of Government money, it is a sad spectacle. Repairs would not have been done for years. Tiles will be coming down. Even white-washing and colour washing all that would have gone. Even flooring—this is a very distressing sight to see that boys are not even having a plank or even a mat, a date mat or another, to sit. Conditions of some of the buildings is something deplorable. Look at it from the point of money spent by the Government. It is going to waste. Year after year, maintenance cost is shown. I may say that more than sixty per cent of the buildings do not get their maintenance work attended to year after year. Is it not gross waste of public funds and Government property? You take such buildings as your assets and show them in your books as assets. What justification is there? Apart from all other considerations, I want a human approach to this problem. It is our and your children that go to the schools and children who are very poor from the rural areas. What is the condition of the environment that is absolutely necessary for any education? I request the Honble Minister for Education to see that some special attention is paid to the condition of the buildings and make some kind of provision for poor boys to sit and study.

Sir, I will now close with one reference to Nursery Education. That is on page 94. You have made a provision of 1,06,200 distributed under four different items: for nursery schools 17,000, another sum of 46,000, a further sum of 37,400 and another sum of 8,500, a total of 1,06,200, as against the total State Budget of

11,32,90,700 for education. Sir, if you exclude nursery education, you are trying to build a super-structure without a solid foundation. There used to be a time when money spent on nursery education was for the benefit comparatively of a few people in the urban areas. But recent educational trends have brought to the fore that it is very necessary that as much attention as possible should be given to pre-primary education as to any other grade of education. It is with this object that all over the country attempts are being made to make pre-primary education an important wing of the educational system of the entire country. Having regard to this I am asking if the amount of money now provided for Nursery Education is adequate. In this connection, without trying to make any adverse criticism, I wish to say that you appointed a committee more than fourteen months ago and that committee has not had the benefit of a Secretary and an office for functioning. What is this kind of treatment you mete out to several grades of education? The sooner you try to do something by this pre-primary education, the better. If you think that the man who was appointed was not the correct choice you appoint somebody else. But let not the cause of pre-primary education be neglected.

I do not wish to take more time of the House. I wish to close with a fervent appeal to the Hon'ble Minister for Education to see that he should not consider that University education is not part of his business. He has got everything to do with University education. He is spending as much as 152 lakhs on University education. In fact, we are in a transitional stage when you want to effect radical reforms in the system of University education. You are anxious to take over all the colleges from the control of the University. In one sense this is good. But in another I am not sure what is going to happen. You will have sufficient headache. *(Interruption.)*

In regard to other grades of education, you know that the whole

system is integrated; one is interlinked with the other. The cry is that the academic standards are falling down at every stage. The University is complaining that the sort of material entering the portals of the University is far from satisfactory and at the secondary stage, the same complaint continues. Having regard to all these and in view of the importance of this portfolio, I request the Hon'ble Minister for Education to give as much attention as he could to see several of the defects I have brought to the notice of the Government rectified. My intention is not to criticise anybody in particular. I do not want the Government to misunderstand my intentions. If I have placed these suggestions before the Hon'ble House, it is not with a view to criticise any one in particular, but it is with the sole object to see that attempts would be made to introduce a better system in education so that ultimately the citizen may benefit by a very proper and desirable sort of democratic education. Thank you very much.

Sri D. ABDUL RASHEED (Kolar).—Mr. Speaker, Sir, I rise to support the demand which is under discussion today. While doing so I wish to offer a few suggestions for the consideration of Government.

The working of the Education Department on the whole is satisfactory. The Education Department is a vast department. Especially after the integration the work of the department has increased very much. I have seen many times that the officers of the department are actually overworking. According to the programme under the Second Five-Year Plan and the Third Five-Year Plan there are many schemes to be implemented and even the type of education is going to be changed. In view of the volume of work and the implementation of these schemes, I am of opinion that one Director of Public Instruction cannot manage the whole work. I therefore suggest that there should be an Additional Director exclusively to look after the primary education. When at the Government level there are two

(SRI D. ABDUL RASHEED)

Ministers for Education—one, Minister or general education and another, Deputy Minister for education to look after primary education, why should not there be another Director to be in charge of primary education? I had an occasion to speak on Education demand during the last Budget session also and I offered many suggestions but they were not at all considered. They were only printed in the book and supplied together with the list of business for the day. I hope now the Hon'ble Minister will make note of these suggestions at least in his note book.

At present there is great need for technical education rather than literary education. Merely production of a huge number of Matriculates will add to the problem of unemployment very much and it would be very difficult for the Government in future to solve this problem. Therefore in my opinion all the existing high schools in the State should be converted immediately into technical high schools and multi-purpose high schools and in future also Government should adopt a policy to open only technical high schools in the State. The technical course to be introduced should be such as to fetch a decent living for a student after he leaves the school and who does not want to pursue his studies. Mere introduction of agriculture and saying that it is a multi-purpose high school will not serve the purpose.

As regards compulsory primary education, it is the practice in old Mysore that some of the teachers are selected as Attendance Officers and they go to primary schools for checking. Compulsory primary education scheme is not working properly because these Attendance Officers who are primary school masters thinking that they are officers boss over other primary school teachers and do nothing. They enter into politics and do not implement the schemes. May I know whether there are any statistics to show that progress has been made by the Attendance Officers? In my opinion all the Attendance Officers' posts should be abolished. Compulsory education

should be entrusted to the village panchayet as has been the practice in the integrated parts of Mysore State.

As regards buildings for primary schools, the progress in this regard is not very satisfactory during the current year. More schools should be constructed without placing restrictions in the way. Primary schools should be sanctioned in all the villages where the villagers come forward to place at the disposal of the Government suitable buildings and where there is sufficient number of school going children. Such representations should be attended to immediately. Instructions to the department may kindly be issued to the Department in this respect.

As regards pre-primary education, Government should pay more attention towards this aspect. Merely opening a nursery school in a big town will not serve the purpose because nursery school going children will be of a tender age and they cannot go to distant places where the school is situated. Only the rich people's children are benefited. Therefore nursery schools should be opened in every locality and more attention should be paid towards this aspect.

As regards scholarships, the Government is more liberal this time to allot more funds for the next year 59-60 and Government was also kind enough to make an additional grant of one lakh of rupees towards scholarships for the current year. In the Government Order sanctioning the increased scholarships mention has been made only of Scheduled Castes and Backward Classes. But it is surprising that the Muslims are totally ignored in the Government Order itself. Muslims have been deprived of the Scholarships. One lakh was placed at the disposal of the Director of Public Instruction and no allotment was made to scholarships for Muslims. In the year 1942, 100 Muslim scholarships had been sanctioned and the number continued till now. For example in the year 1942 in Kolar District 18 scholarships were allotted and at that time there were only three high schools working and now there are 18 high schools and the number of students has increased to 1,000 and the same number of 18 scholarships are

being continued even now. At least for next year when there is an increased grant in the Budget the scholarships should be doubled for the State of old Mysore.

As regards adult education, according to the provisions of the Constitution all the Indian languages are recognised. So I cannot understand what is the difficulty in giving education in the languages other than Kannada for adults who want to get themselves educated. I want to know whether there is such a bar in this respect. If there is no bar education may be given to adults in languages other than Kannada.

When the Minister for Education recently visited Kolar it was brought to his notice that there were more than 1,200 students in the Government High School at Kolar and there was only one High School. There is much congestion, there is no furniture, there is no accommodation and no sufficient staff. How can the Government expect proper education under such circumstances? There is a great need for opening another High School in my opinion and I request the Government to open a multi-purpose or a technical High School at Kolar from the next academic year. Recently a deputation had come from Kyalanur, Kolar Taluk, requesting the Government to sanction another High School there. The Minister was pleased to advise them to start a grant-in-aid High School in their village. The villagers were convinced and they are making arrangements to collect funds to start a High School in Kyalanur. In Kolar Taluk the population is more than two lakhs and at present there are only two High Schools including the one that was sanctioned for Vemgal.

4 P.M.

[MR. DEPUTY SPEAKER in the Chair]

Sri ANNA RAO GANAMUKHI.—Are there no private his schools or Municipal High Schools there?

Sri D. ABDUL RASHEED.—No.

As regards the claim for upgrading the Intermediate College at Kolar, it is a very genuine and long-standing claim and deserves consideration. The Hon'ble Minister was pleased to promise when he visited Kolar last

during the conference of Primary School Teachers that he would try and see that the College is upgraded this year. This is a great necessity. There is a spacious building for this purpose and I hope the Hon'ble Minister will try to keep up his promise.

As regards the disparity in the pay scales between the trained and untrained teachers in middle schools, since a very long time there is no difference in the scales of trained and untrained teachers with the result that trained teachers are a bit discontented. So I suggest that there should be some difference in the scales of pay between these two categories.

With these remarks I close my speech.

*ಶ್ರೀ ಜಿ. ಎಂ. ಚಿನ್ನಸ್ವಾಮಿ (ಬಳ್ಳಿಗೇರೆ).—ಸ್ವಾಮಿ, ಬಹಳ ದಿವಸಗಳ ದೂರ ಮಾತನಾಡಬೇಕೆಂದು ನಿಂತು, ಕುಳಿತು ಸರ್ಕಸ್ ಮಾಡಿದಮೇಲೆ ಈ ದಿವಸ ಅಧ್ಯಕ್ಷರು ಅವಕಾಶ ಕೊಟ್ಟಿದ್ದಕ್ಕೆ ಸಂತೋಷವಾಯಿತು. ಈಗ ಖಾದಿ, ಕಾವಿ, ಕಾಕಿ ಎಲ್ಲಾ ಒಂದೇ ಆಗಿದೆ. ಯಾವಾಗಲೂ ಖಾದಿ ಗಮನಿಸಿ ಗ್ರಾಂಟನ್ನು ಕೊಡುವುದರಿಂದ ಹಾಸ್ಟೆಲುಗಳಿಗೆ ಬಹಳ ಅಸಾಯವಾಗುತ್ತಿದೆ. ಹೇಗೆಂದರೆ ಒಂದು ಹಾಸ್ಟೆಲಿನಲ್ಲರುವ ಹುಡುಗರನ್ನು ಅಭೀಷಣ ಬಂದಾಗ ಸೂಟ್ ಹಾಕಿ ತೋರಿಸಿ ಇನ್ನೊಂದುಕಡೆ ಲುಂಗಿ ಉಡಿಸಿ ತೋರಿಸಿ ಎರಡು ವಿದ್ಯಾರ್ಥಿ ವೇತನಗಳ ಗ್ರಾಂಟನ್ನು ತೆಗೆದು ಕೊಳ್ಳುತ್ತಿದ್ದಾರೆ. ಹೊರ ಮಂತ್ರಿಮಂಡಲಕ್ಕೆ ತಿಳಿಸಿದೆ. ಅವರು ಈಕೆ ಗಮನಿಸಲಿಲ್ಲ. ಈ ಮಂತ್ರಿ ಮಂಡಲಕ್ಕೂ ತಿಳಿಸುತ್ತಿದ್ದೇನೆ. ಏನು ಮಾಡುತ್ತಾರೆ ನೋಡಬೇಡಿ. ಖಾದಿ, ಕಾವಿ ಎಲ್ಲಾ ಒಂದೇ ಆಗಿದೆ. ಆ ಮಮತೆ ಬಂದರೆ ಈ ಸರ್ಕಾರ ಯಶಸ್ವಿಯಾಗಿ ನಡೆಯಲಾರದು. ಯಾವಾಗಲೂ ಖಾದಿ ಮತ್ತು ಕಾವಿಗಳಿಗೆ ಪ್ರೇರಣೆಯಿಡಬೇಕೆಂದು ತಿಳಿಯಬೇಕು. ಈಗ ಕೊಡುವ ಗ್ರಾಂಟು ಪ್ರಕಾರ ಒಬ್ಬ ವಿದ್ಯಾರ್ಥಿಗೆ 11 ರೂಪಾಯಿ ಬೇಕುಬಹುದು. ವಿದ್ಯಾರ್ಥಿ ವೇತನ ಈಗ ಸರ್ಕಾರ ಕೊಡುವ ಹಾಗೆ ಒಂದು ಸಮಿತಿಯಾದರೆ ಸಮಿತಿ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಹೆಚ್ಚುವಹಾಗೆ ಮಾಡಿದರೆ ಅನುಕೂಲ; ಕೊಡುವ ಹೂ ಅವರಿಗೆ ವಿನೋದವಾಗಬಹುದು. ಅಲ್ಲಿ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಸರಿಯಾಗಿ ಊಟ ಉಪಚಾರ ಆಗುತ್ತಿಲ್ಲ. 11 ರೂಪಾಯಿಗಳನ್ನು ಮೈಂಟನೆನ್ಸ್‌ಗೆ ಕೊಡುವುದಾದರೆ ಅದನ್ನು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಸಮಿತಿ ಮೂಲಕ ಹಂಚಿದರೆ ಅನುಕೂಲವಾಗುತ್ತದೆಂದು ಕಾಣುತ್ತದೆ.

ಆ ಮೇಲೆ ವಯಸ್ಕರ ಶಿಕ್ಷಣ. ಅದಕ್ಕೆ ಅವಕಾಶ ಮಾಡುವುದು ಒಳ್ಳೆಯದು. ನಮ್ಮ ಸಂಸ್ಥಾನದಲ್ಲಿ ಅನಕ್ಷರಸ್ಥರೇ ಜಾಸ್ತಿ, ಅವರಿಗೆ ಕಲಿಸುವುದು ಒಳ್ಳೆಯದು. ಆದರೆ ಈ ವಿಚಾರದಲ್ಲಿ ಯಶಸ್ವಿಯಾಗಿ ಕಾರ್ಯವಾಗುತ್ತಿಲ್ಲ. ಅದು ದೃಷ್ಟಿಕ್ಷಿನ್ನರೇ ಕುಳಿತಿದೆ. ತಾಲ್ಲೂಕಿಗೆ ಮತ್ತು ಎಲ್ಲಾ ಹಳ್ಳಿಗಳಿಗೂ ಹೋಗಿ ಬೇಕೆಂದು ಕಡಾಯ ಮಾಡಿ, ಪ್ರತಿಯೊಂದು ಹಳ್ಳಿಯಲ್ಲೂ ಒಂದು ಸ್ಕೂಲು ತೆರೆಯಬೇಕು. ದೃಷ್ಟಿಕ್ಷಿನ್ನರ ಕುಳಿತು ಮಾಡುವುದಾದರೆ ಏನೂ

(ಶ್ರೀ ಜಿ. ಎಂ. ಚಿನ್ನಸ್ವಾಮಿ)

ಪ್ರಯೋಜನವಾಗುವುದಿಲ್ಲ, ಈಗಲೇ ಹಿಂದುಳಿದಿರುವವರು ಇನ್ನೂ ಹಿಂದುಳಿಯುತ್ತಾರೆ.

ಈಗ ಪ್ರಾಥಮಿಕ ಶಾಲೆಗಳ ವಿಚಾರದಲ್ಲಿ ಸರ್ಕಾರದವರು ಭೇದ ಮಾಡುತ್ತಿದ್ದಾರೆ, ಹರಿಜನರಿಗೇ ಒಂದು ಪ್ರಾಥಮಿಕ ಶಾಲೆ ಕೊಡುತ್ತಿದ್ದಾರೆ; ಅದು ತಪ್ಪು; ಹರಿಜನರು ಮತ್ತು ಮೇಲ್ವರ್ಗದವರು ಸೇರುವುದಕ್ಕೆ ಅವಕಾಶವಿಲ್ಲ. ಹರಿಜನರ ಕೇರಿಗಳಲ್ಲಿರುವ ಸ್ಕೂಲಿಗೆ ಇತರರು ಹೋಗುವುದಿಲ್ಲ, ನಮ್ಮ ಗ್ರಾಮದಲ್ಲಿ ಒಂದು ಸ್ಕೂಲು ತೆರೆದಿದ್ದಾರೆ, ಒಂದು ವರ್ಷವಾಯಿತು, ಶಾಲೆ ನಿಂತಿದೆ, ಎಲ್ಲರೂ ವಿದ್ಯಾಭ್ಯಾಸಕ್ಕಾಗಿ ಅಲ್ಲಿಗೆ ಬರಲು ಹೆದರುತ್ತಾರೆ. ಅಲ್ಲಿ ಉಪಾಧ್ಯಾಯರಲ್ಲಿ ಫೋಟೋಗಳು ಮಾತ್ರ ಇವೆ. ಬಹುಶಃ ಉಪಾಧ್ಯಾಯರನ್ನು ಹುಚ್ಚಾಸ್ಪತ್ರಿಕೆಗೆ ಕಳಿಸಿದೆ. ನಮ್ಮ ಬಳಿಗೆ ಗ್ರಾಮದಲ್ಲಿ ಹರಿಜನರ ಕೇರಿ ಹುಡುಗರು ಬೇರೆ ಸ್ಕೂಲಿಗೆ ಬರುವ ಹಾಗೆ ಮಾಡಿಲ್ಲ. ನಿದ್ರೆ ಮತ್ತು ವಿದ್ಯೆಗೆ ಭೇದವಿಲ್ಲ; ನಿದ್ರೆ ಎಲ್ಲರಿಗೂ ಒಂದೇ ಸಮನಾಗಿ ಬರುತ್ತದೆ. ಹಾಗೆಯೇ ವಿದ್ಯೆ, ಆ ವಿಚಾರದಲ್ಲಿ ಸಹ ಭೇದ ಮಾಡಬಾರದು, ಚಿಕ್ಕತನದಲ್ಲೇ ಭೇದ ಮಾಡಿದರೆ ಮುಂದೆ ಎಂ. ಎಲ್. ಎ. ಆದಾಗ ಗತಿಯೇನು! ಪೈರಿನಲ್ಲೇ ಕಳೆ ಕೀಳಬೇಕು. ಹರಿಜನರ ಕೇರಿಗೆ ಬೇರೆ ಸ್ಕೂಲು ಕೊಡದೆ ಮೇಲ್ವರ್ಗದವರಿಗೆ ಕೊಡುವ ಸ್ಕೂಲುಗಳಿಗೆ ಅವರು ಬರುವಂತೆ ಮಾಡಬೇಕು. ಗೋಬ್ರಾಹ್ಮಣ ಎಂದು ಎರಡು ಸೇರಿಕೊಂಡಿದೆ. ಆದ್ದರಿಂದ ಮೇಲು, ಕೀಳು ಎಂದು ಎಂಗಡಿಸಿ ಬೇರೆ ಬೇರೆ ಸ್ಕೂಲು ಕೊಡದೆ ಎಲ್ಲರಿಗೂ ಒಂದೇ ಸ್ಕೂಲಿನ ಬೇಕು. ಒಂದು ಗ್ರಾಮದಲ್ಲಿ ಮೂರು ನಾಲ್ಕು ಪ್ರಾಥಮಿಕ ಶಾಲೆಗಳನ್ನು ನಡೆಸಲು ಸಾಧ್ಯವಾಗುವುದಿಲ್ಲ; ಒಂದೇ ಇರಬೇಕು, ಎಲ್ಲರೂ ಅಲ್ಲಿಗೆ ಹೋಗಬೇಕು, ಹೀಗೆ ಒಂದು ವ್ಯವಸ್ಥೆ ಮಾಡಿ.

ಅಮೇರಿಕ ಕೆಲವು ಜಾತಿಯ ಉಪಾಧ್ಯಾಯರು ಬಂದರೆ ಮಾತ್ರ ಸೌಲಭ್ಯ ದೊರೆಯುತ್ತದೆ. ಕೀಳು ಮಟ್ಟದವರ ಬಂದರೆ ಹುಡುಗರನ್ನು ಕಳುಹಿಸುವುದಿಲ್ಲ, ಸರ್ವೋಚ್ಚ ಒದಗಿಸುವುದಿಲ್ಲ, ಹೀಗಾದರೆ ಹೇಗೆ? ಉಪಾಧ್ಯಾಯ ಅನ್ಯ ಎಲ್ಲ ಬೇಯಿಸಿಕೊಳ್ಳಬೇಕು! ಆಗಾಗ್ಗೆ 30-40 ಮೈಲಿ ದೂರಕ್ಕೆ ವರ್ಗ ಮಾಡುತ್ತಾರೆ. ಹಾಗಾದರೆ ವಸತಿಯ ಅನುಕೂಲತೆಗಳೇನು ಮಾಡಬೇಕು? ಇದನ್ನು ಗಮನಿಸಿ ಉಪಾಧ್ಯಾಯರುಗಳಿಗೆ ಸೌಲಭ್ಯ ಒದಗಿಸಿ, ಮನೆ ವಾಸರಾಗಿಟ್ಟು ಅನ್ಯ ಬೇಯಿಸಿಕೊಳ್ಳಲು ಅವಕಾಶ ಮಾಡಿಕೊಡಬೇಕು. ಈಗ ಕೀಳು ಜಾತಿಯವರಿಗೆ ಮನೆ ಕೊಡುವುದಿಲ್ಲ ಯಾವ ಕಾಲಕ್ಕೂ ಕೊಡುವುದಿಲ್ಲ ಎಂದು ಬೇಕಾದರೆ ಹೇಳಬಲ್ಲೆ. ಪರೀಕ್ಷೆ ಪ್ರಶ್ನೆಗಳು ಬಹಳವಾಗಿ ಹೊರಗೆ ಬರುತ್ತಿವೆ. ಯಾರೋ ಮೈಸೂರು ವಿದ್ಯಾರ್ಥಿ 'ಬೆಂಗಳೂರಿನಲ್ಲಿ ಪ್ರಶ್ನೆಗಳು ಹೊರಬೀಳುತ್ತವೆ; ನಮಗೆ ಗೊತ್ತಿಲ್ಲದಿದ್ದರೆ ನೈಲ್ಡ್ ಕೊಡಿ' ಎಂದು ಕೇಳಿದರು. ಇದಕ್ಕೆ ಕಾರಣ ಜಾತಿ; ನಮ್ಮ ಹುಡುಗರು, ಅವರಿಗೆ ನಾವು ತಿಳಿಸುತ್ತೇವೆ ಎಂದು, ಬೇಕಾಗುವವರಿಗೆ ಕೆಲವರ ತಿಳಿಸುತ್ತಾರೆ. ಇದರಿಂದ ಬಗ್ಗಿ ಇರುವುದಿಲ್ಲ. ಜಾತಿಯ ಮೇರೆ ಈ ವಿಚಾರ ಡಿಪೆಂಡ್ ಆಗಬಾರದು.

ಶ್ರೀ ಅಣ್ಣಾರಾವ್ ಗಣಮುಖಿ.—ಕಾರೇಜು ಪೇಪರೋ ಅಥವಾ ಹೈಸ್ಕೂಲು ಪೇಪರೋ?

ಶ್ರೀ ಜಿ. ಎಂ. ಚಿನ್ನಸ್ವಾಮಿ.—ಹೈಸ್ಕೂಲು ಕೊಶ್ಟನ್ ಪೇಪರುಗಳೂ ಡಿಟೆ ಆಗಿ ಬಿಡುತ್ತವೆ. ನಾನು ಹೇಳಿದ್ದು ಕಾರೇಜು ಪೇಪರುಗಳ ವಿಷಯ. ಕೊಶ್ಟನ್ ಪೇಪರುಗಳು ಲೇಕ್ ಆದರೆ ಮಾರ್ಕುಗಳನ್ನು ತುಂಬು

ವುದಕ್ಕಿಂತ ಉತ್ತಮ. ಜಾತಿ ಪ್ರೇಮದಮೇಲೆ ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆಗಳನ್ನು ತಮಗೆ ಬೇಕಾದವರಿಗೆ ಕೊಟ್ಟು ಬಿಟ್ಟಿರುತ್ತಾರೆ. ಇದನ್ನು ತಪ್ಪಿಸಬೇಕು; ಬಗ್ಗಿ ಮಾಡಬೇಕು. ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ ಒಳ್ಳೆಯ ಹೆಸರನ್ನು ಪಡೆದಿದೆ. ಇನ್ನು ಮುಂದಾದರೂ ಅದೇ ಒಳ್ಳೆಯ ಹೆಸರನ್ನು ಉಳಿಸಿಕೊಳ್ಳಬೇಕು. ಆದ್ದರಿಂದ ಪರೀಕ್ಷೆಯ ಕೊಶ್ಟ್ನ ಪೇಪರುಗಳು ಹೊರಬೀಳುವ ಹೊಲವು ಅಭ್ಯಾಸವನ್ನು ತಪ್ಪಿಸಬೇಕು.

ನಾನು ಹೆಚ್ಚಾಗಿ ಹೇಳುವುದು ಎಂದರೆ, ನಮ್ಮ ಮಂತ್ರಿಗಳು ಸರ್ವರೂ ಸಹ ಯಾವ influenceಗೂ ಒಳಗಾಗದೆ, ದಕ್ಷತೆಯಿಂದ ಕೆಲಸಮಾಡಬೇಕೆಂದು ಹೇಳುತ್ತೇನೆ.

ಉಪಾಧ್ಯಾಯರುಗಳಿಗೆ ಸಂಬಳ ಬಹಳ ಕಡಮೆ. ಒಬ್ಬ ಉಪಾಧ್ಯಾಯನಿಗೆ ಇವತ್ತು ಎಷ್ಟು ಸಂಬಳ ಕೊಡುತ್ತೀರಿ? ಅವನ ಮನೆಯಲ್ಲಿ ಎಷ್ಟು ಜನ ಇರುತ್ತಾರೆ? ಅಂತಹುದರಲ್ಲಿ ಉಪಾಧ್ಯಾಯರುಗಳನ್ನು ಅಲ್ಲಂದ ಇಲ್ಲಗೆ, ಇಲ್ಲಂದ ಅಲ್ಲಗೆ ಎತ್ತಿ ಹಾಕುತ್ತಿರುತ್ತೀರಿ. ಅವರು ಹೊಸಜಾಗಕ್ಕೆ ಒಬ್ಬರೇ ಹೋಗಿ ಇರುವಾಗ ಆಗುವ ಬರ್ಚನ್ನೂ, ಹಿಂದಿನ ಜಾಗದಲ್ಲಿಟ್ಟಿರುವ ಸಂಸಾರದ ಬರ್ಚನ್ನೂ ನಿಭಾಯಿಸುವುದು ಹೇಗೆ! ಸೆಕ್ರೆಟರಿಗಳಿಗೆ ಎಷ್ಟು ಸಂಬಳ ಕೊಡುತ್ತೀರಿ! ಅವರುಗಳು ಒಂದೇ ಸ್ಥಳದಲ್ಲಿರುತ್ತಾರೆ; ಇಷ್ಟಾಗಿಯೂ ಅವರಿಗೆ ಜಾಸ್ತಿ ಸೌಕರ್ಯಗಳಿವೆ. ಸೆಕ್ರೆಟರಿಗಳ ಸಂಬಳ ಕಡಿಮೆಮಾಡಿ, ಉಪಾಧ್ಯಾಯರುಗಳ ಸಂಬಳ ಸ್ವಲ್ಪ ಜಾಸ್ತಿ ಮಾಡಬಾರದೇ? ಉಪಾಧ್ಯಾಯರುಗಳು ಅಕ್ಷರ ಹೇಳಿಕೊಡುವವರು, ಗುರುಗಳು, ಅವರನ್ನು ಗುರುಬ್ರಹ್ಮ, ಗುರುರ್ವಿಷ್ಣು ಎಂದೆನ್ನುತ್ತಾರೆ. ಅವರಿಗೆ ಹಿಂದಿನ ನಮ್ಮ ತಾತ ಮುತ್ತಾತಂದಿರ ಕಾಲದ ಸಂಬಳವನ್ನು ಕೊಟ್ಟುಕೊಂಡು ಬಂದರೆ ಸಾಲದು. ಅವರ ಸ್ಥಿತಿಗತಿಗಳನ್ನು ನೋಡಬೇಕು. ಈಚೆಗೆ ಎರೋ ಆಟ ಆಡಿಕೊಂಡು ಇದ್ದ ಹುಡುಗರನ್ನು ಉಪಾಧ್ಯಾಯರಾಗಿ ನೇಮಿಸಿ ಕಳುಹಿಸುತ್ತೀರಿ. ಹಾಗೆ ಕಾಗುಣಿತಬರವೆ ಇರುವ ಒಬ್ಬ ಉಪಾಧ್ಯಾಯರು ನಮ್ಮ ಊರಿಗೆ ಬಂದು. ಚಿಕ್ಕ ವಯಸ್ಸಿನವರನ್ನು ಉಪಾಧ್ಯಾಯರಾಗಿ ಹಾಕುತ್ತೀರಿ. ಉಪಾಧ್ಯಾಯ ತನವನ್ನು ಅವರಿಗೆ ನೀಗಿಸುವುದು ಬಹಳ ಕಷ್ಟ. ಸುಮ್ಮನೆ ಒಂದು ಅಟೆಂಡೆನ್ಸ್ ರಿಜಿಸ್ಟ್ರಾರನಲ್ಲಿ ಸೈನ್ ಮಾಡಿಬಿಡುತ್ತಾರೆ; ತಮ್ಮ ತಮ್ಮ ಕೆಲಸಗಳಿಗೆ ಹೋಗಿ ಬಿಡುತ್ತಾರೆ. ಬರೀ ಚಿಕ್ಕ ವಯಸ್ಸಿನ ಹುಡುಗರು ಉಪಾಧ್ಯಾಯರಾಗಿರುತ್ತಾರೆ. ವಯಸ್ಸು ಮೀರಿರುವವರನ್ನು ಉಪಾಧ್ಯಾಯರಾಗಿ ನೇಮಿಸಬೇಕು.

ಶ್ರೀ ಸಿ. ಜಿ. ಮುಕ್ಕಣ್ಣಪ್ಪ (ಗುಬ್ಬಿ).—ಎಷ್ಟು ವಯಸ್ಸಾಗಿರಬೇಕು?

ಶ್ರೀ ಜಿ. ಎಂ. ಚಿನ್ನಸ್ವಾಮಿ.—ಸುಮಾರು 35 ವರ್ಷ ಮೀರಿರುವವನ್ನು ಉಪಾಧ್ಯಾಯರಾಗಿ ಹಾಕಬೇಕು. ಸಣ್ಣ ವಯಸ್ಸಿನವರನ್ನು ಹಾಕಬಾರದು. ಎಷ್ಟೋ ಉಪಾಧ್ಯಾಯರುಗಳು ಏಟುಗಳನ್ನು ತಿಂದು ಕೊಂಡುಬಂದಿದ್ದಾರೆ. ಏತಕ್ಕೆ ಏಟು ತಿಂದರು ಎನ್ನುವುದಕ್ಕೆ ಕಾರಣವಿದೆ; ಅದನ್ನು ಇಲ್ಲಿ ಕೊಡುವುದಿಲ್ಲ. ಅಂಥವರನ್ನು ನೇಮಿಸಿದರೆ ಆ ಪೀಠಕ್ಕೆ ಮರಾಢೆ ಇರುವುದಿಲ್ಲ.

ಶ್ರೀ ಸಿ. ಜಿ. ಮುಕ್ಕಣ್ಣಪ್ಪ.—21 ವರ್ಷ ವಯಸ್ಸಾದವರು ಎಲೆಕ್ಷನ್ನಿಗೆ ನಿಲ್ಲಬಹುದು; S.S.L.C. ಪಾಸ್ ಮಾಡಿದವರಿಗೆ ಕೆಲಸ ಕೊಡುವುದಿಲ್ಲವೇ? ಏಕೆ ಒಂದು ತಂದೆನ್ನುವುದನ್ನು ಹೇಳಲಿ.

ಶ್ರೀ ಜಿ. ಎಂ. ಚಿನ್ನಸ್ವಾಮಿ.—ವಯಸ್ಕರ ಶಿಕ್ಷಣ ಏನುತೆಯವರು, ಸ್ಕೂಲುಗಳನ್ನು ತಾಲ್ಲೂಕುಭಾರದೇ

ಹಳ್ಳಿವಾರು ಒಪ್ಪ ಮಾಡಬೇಕು. ನಮ್ಮನೆಡಿಸ್ತಿಕ್ಕು ಮೈಸೂರಿನ ಕೊಡೆ, ತಾಲ್ಲೂಕುಪಾರು ಕೊಡೆ; ಹಳ್ಳಿ ಹಳ್ಳಿಯಲ್ಲಿ ಒಂದು ಸ್ಕೂಲಮಾಡಿ, ನಂಜನಗೂಡು ತಾಲ್ಲೂಕಿನಲ್ಲಿ ಎಲ್ಲೆಡೆಯೂ ಕಣಿ ಕಣಿ ಗಾಣಲೇ ಇಲ್ಲ.

ಶ್ರೀ ಅಣ್ಣಾರಾವ್ ಗಣಮುಖ.—ಹೆಡ್ ಕ್ವಾರ್ಟರ್ಸ್ ಮೈಸೂರಿನಲ್ಲಿದೆ.

ಶ್ರೀ ಜಿ. ಎಂ. ಚನ್ನಸ್ವಾಮಿ.—ಏನೂ ಪ್ರಯೋಜನವಿಲ್ಲ. ಒಂದು ಮೀಟಿಂಗು ಕರೆದುಬಿಟ್ಟರೆ ಅನಕ್ಷರಸ್ಥರು ಅಕ್ಷರಸ್ಥರಾಗುವುದು ಹೇಗೆ? ನೀವಾದರೂ ಇದನ್ನು ಮನಸ್ಸಿನಲ್ಲಿಟ್ಟುಕೊಂಡು ವಯಸ್ಕರ ಶಿಕ್ಷಣವನ್ನು ಮುಂದುವರಿಸಬೇಕು. ನಮ್ಮ ದೇಶದಲ್ಲಿ ಅನಕ್ಷರಸ್ಥರು, ಹೆಚ್ಚು ಗುರ್ತು ಒತ್ತುವರು ಜಾಸ್ತಿಯಾಗಿದ್ದಾರೆ. ಆದ್ದರಿಂದ ತಾಲೂಕುಪಾರು, ಹಳ್ಳಿವಾರು 500-600 ಮನೆಗಳು ಇರುವ ಹಳ್ಳಿಗಳಲ್ಲಿ, ಸ್ಕೂಲುಗಳನ್ನು ಏರ್ಪಡಿಸಬೇಕು.

ಶ್ರೀ ಅಣ್ಣಾರಾವ್ ಗಣಮುಖ.—ಹಣ ಎಲ್ಲಿದೆ?

ಶ್ರೀ ಜಿ. ಎಂ. ಚನ್ನಸ್ವಾಮಿ.—ಅದು ನಮಗೆ ಸೇರಿದ್ದಲ್ಲ; ನೀವು ತರಬೇಕು. ನಿಮ್ಮ ಸೆಕ್ರೆಟರಿಗಳ ಸಂಬಳದಲ್ಲಿ ಕಾಲುಭಾಗದಷ್ಟು ಹೊಡೆದುಹಾಕಿಬಿಟ್ಟರೆ, ವಯಸ್ಕರ ಶಿಕ್ಷಣ ಆಗಿಹೋಯಿತಲ್ಲ.

ಇಷ್ಟು ಅವಕಾಶವನ್ನು ಕೊಟ್ಟಿದ್ದಕ್ಕಾಗಿ ಅಧ್ಯಕ್ಷರನ್ನು ವಂದಿಸುತ್ತೇನೆ.

ಶ್ರೀ ಮಂಜಪ್ಪ ಉಳ್ಳಾಳ್ (ಕಾರ್ಕಳ).—ಸ್ವಾಮಿ, ನಮ್ಮ ಮುಂದಿಟ್ಟಿರುವ ಎಜುಕೇಷನ್ ಡಿಮಾಂಡು ಏನು ಇದೆಯೋ ಅದಕ್ಕೆ ನನ್ನ ಅನುಮೋದನೆಯನ್ನು ಕೊಡುತ್ತಾ ಸರ್ಕಾರಕ್ಕೆ ಒಂದೆರಡು ಸೂಚನೆಗಳನ್ನು ಕೊಡಲು ನಾನು ಬಯಸುತ್ತೇನೆ.

ಸ್ವಾಮಿ, ಎಷ್ಟೋ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಫಾರ್ಮ್ ಎಜುಕೇಷನ್ನಿಗೆ ಕಳುಹಿಸುತ್ತಿದ್ದೀರಿ. ಎಷ್ಟೋ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ರಾಯಚೂರಿನ ಮಾಡುತ್ರಿದ್ದೀರಿ ಡಾಕ್ಟರುಗಳಾಗಿ ಮಾಡುತ್ತಿದ್ದೀರಿ. ಹಾಗೆಯೇ ಬೇರೆ ಬೇರೆ ಕ್ಷೇತ್ರಗಳಲ್ಲಿ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ತರಪೇತು ಮಾಡುತ್ತಿದ್ದೀರಿ. ನಾನು ಹೇಳುವುದಾದರೂ ಇಷ್ಟು: ಒಬ್ಬ ಸಾಮಾನ್ಯ ಪ್ರಜೆಗೆ, ಒಬ್ಬ ಸಾಮಾನ್ಯ ಮನುಷ್ಯನಿಗೆ, ತನ್ನ ಜೀವಮಾನಕ್ಕೆ ಬೇಕಾದ ಒಂದು ವಿದ್ಯಾ ಮಟ್ಟವು ಯಾವುದಿದೆಯೋ, ಆ ವಿದ್ಯೆಯನ್ನಾದರೂ ಸರ್ಕಾರದವರು ಹಳ್ಳಿಯಲ್ಲೇ ಜನರಿಗೆ, ಬಡ ನೌಕರ ಜನರಿಗೆ, ದೀನದಲಿತ ಜನರಿಗೆ, ಬಡ ರೈತರಿಗೆ, ಒದಗಿಸಲೇಬೇಕೆಂದು ಒತ್ತಾಯಪೂರ್ವಕವಾದ ಸೂಚನೆಯನ್ನು ನಾನು ಸರ್ಕಾರಕ್ಕೆ ಸಲ್ಲಿಸುತ್ತೇನೆ.

ನಾವು ಬಡ ಜನರ ಜೀವನಮಟ್ಟದ ವಿದ್ಯಾಭ್ಯಾಸವನ್ನು ಕಲ್ಪಿಸಿಕೊಡಬೇಕಾದರೆ, ಮೊದಲನೆಯದಾಗಿ ಮಾನ್ಯ ಸದಸ್ಯರು ಏನು ಅಭಿಪ್ರಾಯಕೊಟ್ಟಿದ್ದಾರೆಂದರೆ: ಡೈರೆಕ್ಟರ್ ಆಫ್ ಪಬ್ಲಿಕ್ ಇನ್ ಸ್ಟ್ರಕ್ಷನ್ ರವರು ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಣದ ಕಡೆಗೆ ಮತ್ತು ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಕರ ಕಡೆಗೆ ಹೆಚ್ಚು ಗಮನವನ್ನು ಕೊಡಲು ಬೇಕಾದಷ್ಟು ಅವಕಾಶವಿಲ್ಲ, ಸಮಯವಿಲ್ಲ, ಅವರ ಕೆಲಸವು ಜಾಸ್ತಿಯಾಗಿದೆ; ಆದ್ದರಿಂದ ಡೈರೆಕ್ಟರ್ ಆಫ್ ಪಬ್ಲಿಕ್ ಇನ್ ಸ್ಟ್ರಕ್ಷನ್ ರವರಿಗೆ ಸಹಾಯಕರಾಗಿ ಇನ್ನೊಬ್ಬ ಡೈರೆಕ್ಟರ್ ನೇಮಿಸಬೇಕೆಂದು ನನ್ನದು ಕೂಡ ಸಲಹೆಯಾಗಿದೆ. ಸರ್ಕಾರದವರು ಈ ಸಲಹೆಯನ್ನು ಆದಷ್ಟು ಜಾಗೃತವಾಗಿ ಜನರ ಹಿತದೃಷ್ಟಿಯಿಂದ, ಬಡ ವಿದ್ಯಾರ್ಥಿಗಳ ಹಿತದೃಷ್ಟಿಯಿಂದ ಪರಿಗಣಿಸಬೇಕು ಎಂದು ಕೇಳಿಕೊಳ್ಳುತ್ತೇನೆ.

ನಮ್ಮ ಹೊಸ ಮೈಸೂರುರಾಜ್ಯದಲ್ಲಿ ಪ್ರಾಥಮಿಕ ಶಾಲೆಗಳು 17,893, ಮಾಧ್ಯಮಿಕ ಶಾಲೆಗಳು

3,173, ಮೂಲ ಶಿಕ್ಷಣ ಶಾಲೆಗಳು 1,737. ಪ್ರೌಢ ಶಾಲೆಗಳು 535. ಉಪಾಧ್ಯಾಯರ ತರಪೇತಿ ಶಾಲೆಗಳು 46, ಇತರ ಬೇರೆ ಬೇರೆ ತರಪೇತಿ ಶಾಲೆಗಳೂ ಇವೆ. ಇಷ್ಟೆಲ್ಲಾ ಸಂಸ್ಥೆಗಳನ್ನು ಒಬ್ಬ ಡೈರೆಕ್ಟರು ನೋಡಿಕೊಳ್ಳುವುದು ಸಾಮಾನ್ಯ ಕೆಲಸವಲ್ಲ. ಎಷ್ಟು ನೌಕರರು ಇದ್ದಾರೋ ಅವರ ಪೇಷರುಗಳನ್ನು ಪರಿಶೀಲಿಸಬೇಕು, ಟೂರ್ ಮಾಡಬೇಕು. ಇಷ್ಟೆಲ್ಲಾ ಕೆಲಸವಿರುವಾಗ, ಒಬ್ಬ ಡೈರೆಕ್ಟರು ಎಲ್ಲಾ ಕೆಲಸವನ್ನೂ ನೋಡಿಕೊಳ್ಳುವುದು ಬಹಳ ಕಷ್ಟ.

ಆದ್ದರಿಂದ ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಣಮಟ್ಟಕ್ಕೇ ಒಬ್ಬ ಪ್ರತ್ಯೇಕವಾದ ಡೈರೆಕ್ಟರು ಬೇಕು. ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಣವನ್ನು ಕಡ್ಡಾಯವಾಗಿ, ಉಚಿತವಾಗಿ ಜಾರಿಗೆ ತರಲೇಕಾದರೆ ಇದೊಂದು ಕಾರ್ಯಕ್ರಮವನ್ನು ಆರೋಪಿಸಬೇಕಾಗಿದೆ. ಇದರಮೇಲೆ ಗ್ರಾಮಾಂತರಗಳಲ್ಲಿ ಇದರಿಗೆ ಬೇಕಾದ ನೌಕರರನ್ನೂ, ಮೇಲಧಿಕಾರಿಗಳನ್ನೂ ನೇಮಿಸುವಂಥ ವ್ಯವಸ್ಥೆಯನ್ನು ಸರ್ಕಾರ ಮಾಡಬೇಕು.

ನಮ್ಮ ಮೈಸೂರು ಪ್ರದೇಶದಲ್ಲಿ ಎರಡು ಕೋಟಿ ಪ್ರಜಾ ಸಂಖ್ಯೆ ಇದೆ. ಈ ಎರಡು ಕೋಟಿ ಜನಸಂಖ್ಯೆಯಲ್ಲಿ ಶಾಲೆಗೆ ಹೋಗುವ ಮಕ್ಕಳ ಸಂಖ್ಯೆ 37.5 ಲಕ್ಷ ಇದರಲ್ಲಿ ಹದಿನಾರು ಲಕ್ಷ ಮಕ್ಕಳು ಶಾಲೆಗೆ ಹೋಗುತ್ತಿಲ್ಲವೆಂದು ವಿಷಾದದಿಂದ ಹೇಳಬೇಕಾಗಿದೆ. ಈ ಉಳಿದ ಅವಿದ್ಯಾವಂತರಾದ ಮಕ್ಕಳು ಯಾರಿದ್ದಾರೋ, ಅವರು ನಮ್ಮ ಸಮಾಜಕ್ಕೆ ನಾಳೆ ಒಂದು ದೊಡ್ಡ ಸಮಸ್ಯೆಯಾಗಿ ಪರಿಣಮಿಸಬಹುದು. ಆದ್ದರಿಂದ ಈ ಹದಿನಾರು ಲಕ್ಷ ಬಡ ನೌಕರರ ಮಕ್ಕಳಿಗೆ, ಗ್ರಾಮಾಂತರದಲ್ಲಿರುವ ದೀನದಲಿತ ರೈತರ ಮಕ್ಕಳಿಗೆ, ಸರಿಯಾದ ವಿದ್ಯಾಭ್ಯಾಸವನ್ನು ಕೊಡಲು ಸರಿಯಾದ ವ್ಯವಸ್ಥೆಯನ್ನು ಮಾಡಬೇಕೆಂದು ಹೇಳುತ್ತೇನೆ. ನಮ್ಮ ಪ್ರಾಂತ್ಯದಲ್ಲಿ ಐದು ಆರು ವರ್ಷದ ಗಂಡುಮಕ್ಕಳ ಸಂಖ್ಯೆ 23,10,700. ಆದರಲ್ಲಿ 14,16,000 ಮಕ್ಕಳು ಶಾಲೆಗೆ ಹೋಗುತ್ತಿದ್ದಾರೆ. 8,49,700 ಮಕ್ಕಳು ಶಾಲೆಗೆ ಹೋಗಲು ಬೇಕಾದ ವ್ಯವಸ್ಥೆ ಇನ್ನೂ ಆಗಿಲ್ಲ. ಐದು-ಆರು ವರ್ಷದ ಬಾಲಕಿಯರ ಸಂಖ್ಯೆ 22,20,700. ಆದರಲ್ಲಿ 7,62,000 ಬಾಲಕಿಯರು ಶಾಲೆಗೆ ಹೋಗುತ್ತಿದ್ದಾರೆ. ಉಳಿದ 14,38,700 ಬಾಲಕಿಯರಿಗೆ ಬೇಕಾದ ವಿದ್ಯಾ ಅನುಕೂಲತೆಯ ವ್ಯವಸ್ಥೆ ಇನ್ನೂ ಆಗಿಲ್ಲ.

ನಮ್ಮ ಡೈರೆಕ್ಟರ್ ಆಫ್ ಪಬ್ಲಿಕ್ ಇನ್ ಸ್ಟ್ರಕ್ಷನ್ ರವರು, ಬಹಳ ಶ್ರಮಪಟ್ಟು ಕೆಲಸಮಾಡುತ್ತಾರೆ ಆದರೆ ಕಳತರಗತಿಯ ವಿದ್ಯಾಸಂಸ್ಥೆಗಳಿಗೆ ಬೇಕಾದಷ್ಟು ಗಮನಕೊಡಲು ಅವರಿಗೆ ಸಮಯ ಸಾಲದಾಗಿದೆ. ಈ ಎಲ್ಲಾ ಕಾರಣಗಳಿಂದ ಅವರಿಗೆ ಸಹಾಯಕರಾಗಿ ಇನ್ನೊಬ್ಬ ಡೈರೆಕ್ಟರನ್ನು ನೇಮಿಸುವ ಅಗತ್ಯವಿದೆಯೆಂದು ಹೇಳುತ್ತೇನೆ.

ಸ್ವಾಮಿ, ನಮ್ಮ ದೇಶದಲ್ಲಿ ಒಬ್ಬ 23,38,700 ಬಾಲಕ ಬಾಲಕಿಯರು ವಿದ್ಯಾಭ್ಯಾಸವನ್ನು ಓದಬೇಕಾದ ಹಳ್ಳಿಗಳಲ್ಲಿದ್ದಾರೆಂಬುದು ಬಹಳ ವ್ಯಸನದ ಸಂಗತಿಯಾಗಿದೆ. ಮುಂದಿನ ಜನಾಂಗವನ್ನು ಉತ್ತಮ ನಾಗರಿಕರನ್ನಾಗಿ ಮಾಡುವುದಕ್ಕೆ ಒಳ್ಳೆಯ ಶಿಕ್ಷಣ ಇವರಿಗೆ ಕೊಡಬೇಕೆಂದು ಅಗತ್ಯ. ಒಂದು ಸರಿಯಾದ ರೀತಿಯಲ್ಲಿ ವಿದ್ಯಾಭ್ಯಾಸ ಸೌಲಭ್ಯವನ್ನು ಒದಗಿಸಿಕೊಡಲು ಗಮನ ಕೊಟ್ಟಿಲ್ಲ, ಒಂದು ವ್ಯವಸ್ಥೆ ಮಾಡಿಲ್ಲವೆಂಬುದು ವಿಷಾದದ ಸಂಗತಿ. ಅದುದರಿಂದ ಇದಕ್ಕೆ ಬೇಕಾದ ಸಲಹೆಗಳನ್ನು ತರಿಸಿಕೊಂಡು ಸರಿಯಾದ ಕ್ರಮ ತೆಗೆದುಕೊಳ್ಳುತ್ತಾರೆಂದು ನಾನು ತಿಳಿಯುತ್ತೇನೆ.

(ಶ್ರೀ ಮಂಜಪ್ಪ ಉಳ್ಳಾಳ)

ನಮ್ಮ ದಕ್ಷಿಣ ಕನ್ನಡ ಜಿಲ್ಲೆಯಲ್ಲಿ 5 ರಿಂದ 10 ವರ್ಷದ ವರೆಗಿನ ಬಾಲಕ ಬಾಲಕಿಯರು 1,46,000 ಇದ್ದಾರೆ. 10-14 ವರ್ಷದವರೆಗೆ 80,000 ಇದ್ದಾರೆ. ಇದರಲ್ಲಿ 21,000 ಮಕ್ಕಳು ಶಾಲೆಗೆ ಹೋಗುತ್ತಿದ್ದಾರೆ. ಉಳಿದ 59,000 ಮಕ್ಕಳು ಯಾವ ಶಾಲೆಗೂ ಹೋಗುತ್ತಿಲ್ಲ. ಅವರ ಗತಿ ಏನು? ಅವರ ಬಗ್ಗೆ ಯಾವ ಗಮನವನ್ನೂ ಕೊಟ್ಟಿಲ್ಲ. ನಮ್ಮ ಜಿಲ್ಲೆಯಲ್ಲಿರುವ ಹಾಗೆ ಇನ್ನುಳಿದ ಪ್ರತಿಯೊಂದು ಜಿಲ್ಲೆಯಲ್ಲಿಯೂ ಸಹ ಇದೇ ರೀತಿಯಾಗಿ ಇರಬಹುದೆಂದು ನಾನು ಊಹಿಸುತ್ತೇನೆ. ಶಾಲೆಗೆ ಹೋಗದೇ ಇರತಕ್ಕ ಈ 59 ಸಾವಿರ ಮಕ್ಕಳು ಬಡ ರೈತರ ಮಕ್ಕಳಾಗಿದ್ದಾರೆ. ಅವರಿಗೆ ಯಾವ ಅನುಕೂಲವೂ ಇಲ್ಲ. ಅವರಿಗೆ ಬೇಕಾದ ಅನುಕೂಲ ಕಲ್ಪಿಸಿಕೊಡಬೇಕು. ಅದು ಸರಕಾರದ ಕರ್ತವ್ಯ ಹಾಗೆ ಮಾಡುತ್ತಾರೆಂದು ನಾನು ನಂಬಿದ್ದೇನೆ. ಆದಕಾರೂ ಈ ಬಗ್ಗೆ ಸರಕಾರ ಕೂಡಲೇ ಗಮನ ಕೊಡಬೇಕು. ನಮ್ಮ ದಕ್ಷಿಣ ಕನ್ನಡ ಜಿಲ್ಲೆಯ ಬಗ್ಗೆ ಹೇಳುವುದಾದರೆ ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಣದ ವಿಚಾರದಲ್ಲಿ ಕಳೆದ 10-11 ವರ್ಷಗಳಲ್ಲಿ ಏನೇನೂ ಮಾಡಿಲ್ಲ. ನಮ್ಮ ಜಿಲ್ಲೆಯಲ್ಲಿರತಕ್ಕ ವಿದ್ಯಾಸಂಸ್ಥೆಗಳು ಎಷ್ಟಿವೆ, ಇನ್ನು ಎಷ್ಟು ಆಗಬೇಕಾಗಿವೆ ಎಂಬ ರೆಕಾರ್ಡ್ ಮಾಡಬೇಕಾಗಿದೆ. ನನ್ನ ಚುನಾವಣಾಕ್ಷೇತ್ರವಾದ ಕಾರ್ಕಳ ತಾಲ್ಲೂಕಿನಲ್ಲಿ 28 ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಣಶಾಲೆಗಳು, 29 ಮಾಧ್ಯಮಿಕ ಶಾಲೆಗಳು, 3 ಹೈಸ್ಕೂಲುಗಳು ಮತ್ತು ಒಂದೆರಡು ಕಾಲೇಜುಗಳು ಇನ್ನೂ ಆಗಬೇಕಾಗಿವೆ. ಬೆಳ್ತಂಗಡಿಯಲ್ಲಿ 39 ಪ್ರಾಥಮಿಕ ಶಾಲೆ, 93 ಮಾಧ್ಯಮಿಕ ಶಾಲೆ 3 ಹೈಸ್ಕೂಲು, ಉಡುಪಿಯಲ್ಲಿ 61 ಪ್ರಾಥಮಿಕ ಶಾಲೆ, 45 ಮಾಧ್ಯಮಿಕ ಶಾಲೆ, 5 ಹೈಸ್ಕೂಲು ಮತ್ತು ಮಂಗಳೂರು ತಾಲ್ಲೂಕಿನಲ್ಲಿ 14 ಪ್ರಾಥಮಿಕ ಶಾಲೆಗಳು ಬೇಕಾಗಿವೆ. ಇವುಗಳನ್ನೆಲ್ಲಾ ಯಾವಾಗ ಒದಗಿಸಿಕೊಡುತ್ತೀರಿ? ಮೂರನೆಯ ಪಂಚವಾರ್ಷಿಕ ಯೋಜನೆಯಲ್ಲಿಯಾದರೂ ಕೊಡುವ ವ್ಯವಸ್ಥೆ ಮಾಡಬೇಕು. ವಿದ್ಯಾ ಇಲಾಖೆಗೆ 11 ಕೋಟಿ ರೂಪಾಯಿ ಮಂಜೂರು ಮಾಡಿದರೆ ಸಾಲದು. ಅದುದರಿಂದ ನನ್ನ ಹೆಚ್ಚಿಗೆ ಹಣದ ಬೇಡಿಕೆಯನ್ನು ಸಭೆಯ ಮುಂದೆ ಇಡುವ ವ್ಯವಸ್ಥೆ ಮಾಡುತ್ತಾರೆಂದು ನಾನು ತಿಳಿದು ಕೊಳ್ಳುತ್ತೇನೆ.

ಇನ್ನೊಂದ ವಿಷಯ ಹೇಳಬೇಕಾಗಿದೆ. ಹಳೆಯ ಮೈಸೂರನ್ನು ಬಿಟ್ಟು ಉಳಿದ ಹೊರಗಡೆಯಿಂದ ಬಂದಂಥ ಪ್ರದೇಶದಲ್ಲಿ ದಲಿತವರ್ಗ ಮತ್ತು ಅನುಸೂಚಿತ ಜಾತಿಗೆ ಸೇರಿದ ಬಾಲಕ ಬಾಲಕಿಯರು ಶಾಲೆಗೆ ಹೋಗತಕ್ಕಂಥವರು ಎಷ್ಟು ಸಂಖ್ಯೆಯಲ್ಲಿ ದ್ದಾರೆ ಎಂಬುದು ಗೊತ್ತಿಲ್ಲ. ನರ್ಸರಿ ಸ್ಕೂಲುಗಳಿಗೆ 3 ರಿಂದ 5 ವರ್ಷದ ಮಕ್ಕಳು ಹೋಗತಕ್ಕ ಸಂಖ್ಯೆ ಎಷ್ಟು ಹೊರಗಡೆಯಿಂದ ಬಂದ ಪ್ರದೇಶದಲ್ಲಿ ಎಷ್ಟೆಷ್ಟು ಇದ್ದಾರೆ ಎಂಬುದು ಏನೂ ಗೊತ್ತಾಗಿಲ್ಲ. ಈ ಅಂಕಿ ಅಂಶಗಳು ಗೊತ್ತಿಲ್ಲವೆ ನರ್ಸರಿ ಸ್ಕೂಲುಗಳಿಗೆ, ಪ್ರಾಥಮಿಕ ಶಾಲೆಗಳಿಗೆ ಹಣ ಒದಗಿಸಿ ಕೊಡುವುದು ಅರ್ಥವಾಗದಿಲ್ಲ. ಈ ಬಗ್ಗೆ ಒಂದು ಹಳ್ಳಿ, ಒಂದು ತಾಲ್ಲೂಕಿನ ಮಟ್ಟದಲ್ಲಿ ಒಂದು ಜಿಲ್ಲಾ ಮಟ್ಟದಲ್ಲಿ ಅಂಕಿ ಅಂಶಗಳು ಸರಕಾರದ ಹತ್ತಿರ ಇರಲೇಬೇಕು. ಬಡಜನರ ವಿದ್ಯಾರ್ಥಿಗಳು ಎಷ್ಟು ಇದ್ದಾರೆ ಎಂಬುದಕ್ಕೆ ಸರಿಯಾದ ಅಂಕಿ ಅಂಶಗಳು ಸಿಕ್ಕುವುದಿಲ್ಲ. ನನ್ನ ರೆಕ್ಕದ ಪ್ರಕಾರ ಸುಮಾರು 61 ಲಕ್ಷ ಹಂಜನ ಮಕ್ಕಳು ಇದ್ದಾರೆ. ಶೇಕಡಾ 20 ರಷ್ಟು ಮಕ್ಕಳು ಅಷ್ಟೇ

ಶಾಲೆಗೆ ಹೋಗುತ್ತಾರೆ ಎಂದು ಹೇಳಲು ನನಗೆ ಬಹಳ ವ್ಯಸನವಾಗುತ್ತದೆ. ಉಳಿದ ಮಕ್ಕಳಗತಿ ಏನು ಎಂದು ಹೇಳುವುದಕ್ಕೆ ಬಹಳ ಕಷ್ಟವಾಗುತ್ತದೆ. ಪ್ರತಿಯೊಂದು ಗ್ರಾಮದಲ್ಲಿ ಮಕ್ಕಳಿಗೆ ನರ್ಸರಿ ಮತ್ತು ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಣ ಕಡ್ಡಾಯವಾಗಿ ದೊರಕುವ ಹಾಗೆ ಮಾಡಬೇಕು. ಹರಿಜನರ ಮಕ್ಕಳು ಶಾಲೆಗೆ ಬರಲು ಆಕರ್ಷಿಸುವ ಹಾಗೆ ಒಂದು ಕ್ರಮವನ್ನು ಅನುಸರಿಸಬೇಕು.

ಶ್ರೀ ಬಿ. ರಾಜಮ್ಮ (ಚಾಮರಾಜನಗರ).—ಸ್ವಾಮಿ, ಹರಿಜನರ ಮಕ್ಕಳು 61 ಲಕ್ಷ ಇದ್ದಾರೆಂದು ಅವರು ಹೇಳಿದರು; ಆದರೆ ನಮ್ಮ ಜನಸಂಖ್ಯೆ ಒಟ್ಟು 29 ಲಕ್ಷ ಇರಬಹುದು ಎಂದು ನಾನು ತಿಳಿದುಕೊಂಡಿದ್ದೇನೆ.

ಶ್ರೀ ಮಂಜಪ್ಪ ಉಳ್ಳಾಳ.—ಅದುದರಿಂದ ಹರಿಜನರ ಮಕ್ಕಳಿಗೆ ಎಲ್ಲ ಸೌಲಭ್ಯಗಳನ್ನೂ ಒದಗಿಸಿಕೊಡಬೇಕು. ಶಾಲೆಯಲ್ಲಿ ಮಧ್ಯಾಹ್ನದ ಊಟದ ವ್ಯವಸ್ಥೆ ಮಾಡಬೇಕು. ಇಷ್ಟೇ ಅಲ್ಲದೆ ಅವರಿಗೆ ಬೇಕಾಗತಕ್ಕ ಪುಸ್ತಕ ವಸ್ತು ಮಂತಾದವುಗಳನ್ನು ಸಕಾಲದಲ್ಲಿ ಒದಗಿಸಿಕೊಡಬೇಕು. ಹೀಗೆ ಮಾಡುವುದರಿಂದ ಅನೇಕ ವಿದ್ಯಾರ್ಥಿಗಳು ಮುಂದೆ ಬಂದು ಶಾಲೆಗಳಲ್ಲಿ ವಿದ್ಯಾಭ್ಯಾಸ ಕಲಿಯಲು ಅನುಕೂಲವಾಗುವುದು. ಇನ್ನು ಸ್ಕಾಲರ್‌ಶಿಪ್ ಕೊಡುವ ಕಾರ್ಯಕ್ರಮವನ್ನು ಸಂಪೂರ್ಣವಾಗಿ ಬದಲಾವಣೆ ಮಾಡಬೇಕು. ಯಾಕೆಂದರೆ ಕಳೆದ ವರ್ಷ ಮಂಜೂರಾದ ಸ್ಕಾಲರ್‌ಶಿಪ್ ಈ ಹೊತ್ತಿನವರೆಗೂ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಮೊರೆತಿಲ್ಲ. ಹೀಗೆ ಆದರೆ ಬಡಮಕ್ಕಳು ಹೇಗೆ ಕಲಿಯಬೇಕು? ಏನಾದರೂ ಒಂದು ಹೊಸಕ್ರಮವನ್ನು ಅನುಸರಿಸಿ ಈ ಸ್ಕಾಲರ್‌ಶಿಪ್‌ನ್ನು ಅಡ್ವಾನ್ಸ್ ಆಗಿ ಕೊಡುವಹಾಗೆ ಏರ್ಪಾಡು ಮಾಡಬೇಕು. ಪುಸ್ತಕಗಳನ್ನು ಕೊಂಡು ಕೊಳ್ಳಬೇಕಾಗುತ್ತದೆ. ಕಾಲೇಜುಗಳಲ್ಲಿ ಹಣ ಕೊಡಬೇಕಾಗುತ್ತದೆ. ಅದುದರಿಂದ ತಡಮಾಡಿ ಹಣ ದೊರೆತರೆ ಏನೂ ಪ್ರಯೋಜನವಾಗುವುದಿಲ್ಲ. ಇಂಥ ಪರಿಸ್ಥಿತಿಯಲ್ಲಿ ಡೆಪ್ಯೂಟಿ ಕಮಿಷನರವರಿಗೆ ಅಧಿಕಾರ ಕೊಟ್ಟು ಒಂದು ವ್ಯವಸ್ಥೆ ಮಾಡಿ ಸ್ಕಾಲರ್‌ಶಿಪ್ ಹಣವನ್ನು ಹರಿಜನ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಅಡ್ವಾನ್ಸ್ ಆಗಿ ದೊರಕುವಂತೆ ಅನುಕೂಲಮಾಡಿ ಕೊಡಬೇಕು. ಹಣವನ್ನು ಅಡ್ವಾನ್ಸ್ ಆಗಿ ಒದಗಿಸಿ ಕೊಡುವುದು ಉತ್ತಮ ಇದರಿಂದ ಹೆಚ್ಚಿನ ಸಂಖ್ಯೆಯಲ್ಲಿ ವಿದ್ಯಾರ್ಥಿಗಳು ಶಾಲೆಗೆ ಬರಲು ಅನುಕೂಲವಾಗುವುದು.

ಕಡ್ಡಾಯದ ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಣದ ಕ್ರಮವನ್ನು ಜರಿಗೆ ತರುವುದರ ಜೊತೆಗೆ ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಣದ ಶಿಕ್ಷಕರ ಕಷ್ಟಗಳನ್ನು ಗಮನದಲ್ಲಿಟ್ಟುಕೊಳ್ಳಬೇಕು. ಅವರ ಕಷ್ಟಗಳನ್ನು ನಿವಾರಣೆ ಮಾಡುವುದು ಅಗತ್ಯ. ಒಬ್ಬ ಕನಗುಡಿಸುವವನಿಗೆ 45 ರೂಪಾಯಿ ಸಂಬಳ ಕೊಡಲಾಗುತ್ತಿದೆ. ಅಷ್ಟೇ ಸಂಬಳವನ್ನು ಉಪಾಧ್ಯಾಯರಿಗೂ ಸಹ ಕೊಡುತ್ತೀರಿ. ಇದರಲ್ಲಿ ಯಾವ ವ್ಯತ್ಯಾಸವೂ ಇಲ್ಲ. ಆಚಾರ್ಯ ವಿನೋದಾ ಭಾವೆಯವರು ಹೇಳಿದಹಾಗೆ ವಿಶ್ವವಿದ್ಯಾನಿಲಯದ ಶಿಕ್ಷಕರು ಪ್ರಾಥಮಿಕ ಶಾಲೆಗಳ ಶಿಕ್ಷಕರು ಇವರ ಮಟ್ಟ ಯಾವ ರೀತಿಯಲ್ಲಿಯೂ ಕಡಮೆಯಾಗಿರಬಾರದು. ಅವರ ಕೆಲಸ ಅತ್ಯಂತ ಪವಿತ್ರವಾದ ಕೆಲಸವಾಗಿದೆ. ಅವರು ಒಂದು ಯೋಗ್ಯ ಮಟ್ಟದಲ್ಲಿ ಜೀವನ ಮಾಡಿಕೊಂಡು ಇರುವ ಹಾಗೆ ಸರಿಯಾದ ಸಂಬಳ ಅವರಿಗೆ ಕೊಡಬೇಕು. ಪ್ರಾಥಮಿಕ ಶಾಲೆಯಲ್ಲಿ ಶಿಕ್ಷಕರು ಕೆಲಸ ಮಾಡುವುದಲ್ಲದೆ ಅವರಿಗೆ ಮತದಾರರ ಪಟ್ಟಿಯನ್ನು ತಯಾರು ಮಾಡುವ ಕೆಲಸ ಕೊಡಲಾಗುತ್ತದೆ. ಅದಕ್ಕಾಗಿ ಹೆಣ್ಣು ಮಕ್ಕಳನ್ನು ಕಳಿಸಲಾಗುತ್ತದೆ.

4-30 P.M.

ಸಾಯಂಕಾಲ 6 ಗಂಟೆಗೆ ಕ್ಲಾಸ್ ಬಿಟ್ಟಮೇಲೆ ಪೊಲೀಸರುಗಳ ಪಟ್ಟಿಯನ್ನು ತಯಾರುಮಾಡುವುದು ಎಂದರೆ ಏನು? ಡಿ. ಪಿ. ಐ. ಅವರು ಈ ಕೆಳದರ್ಜೆಯ ನೌಕರರ ಕಡೆಗೆ ಯಾವ ರೀತಿಯಾದ ಗಮನವನ್ನೂ ಕೊಟ್ಟಿಲ್ಲ. ಇದು ಅವರ ತಪ್ಪಲ್ಲ. ಅವರಿಗೆ ಬೇಕಾದಷ್ಟು ಕೆಲಸ ಇದೆ. ಇನ್ನು ಎಷ್ಟೋ ಕೆಲಸಕ್ಕೆ ಈ ಶಿಕ್ಷಕರನ್ನು ಉಪಯೋಗಿಸುತ್ತಾ ಇದ್ದಾರೆ. ಆದರಲ್ಲೂ ಈ ಹೆಣ್ಣು ಮಕ್ಕಳನ್ನು ಮತದಾರರಪಟ್ಟಿ ತಯಾರುಮಾಡುವುದಕ್ಕೆ ಕಳುಹಿಸಿದರೆ ಎಷ್ಟೋ ಓಟರುಗಳ ಹೆಸರು ಬಿಟ್ಟೇ ಹೋಗುತ್ತದೆ. ಆದ್ದರಿಂದ ಈ ಸಂದರ್ಭದಲ್ಲಿ ಸರ್ಕಾರದವರನ್ನು ವಿಂತಿಸಿಕೊಳ್ಳುವುದೇನೆಂದರೆ, ದಯ ಮಾಡಿ ಮತದಾರರ ಪಟ್ಟಿಯನ್ನು ತಯಾರುಮಾಡುವುದಕ್ಕೆ ಅವರನ್ನು ಕಳುಹಿಸಬೇಡಿ.

1952 ನೆಯ ಇಸವಿಯಿಂದ ಎಸ್. ಎಸ್. ಎಲ್. ಸಿ. ಪರೀಕ್ಷೆಯಲ್ಲಿ ಪಾಸ್ ಆದ ಕೆಲವು ಜನರಿಗೆ ಈ ತನಕ ಸರ್ಕಾರಿ ಕೆಲಸ ಕೊಟ್ಟಿಲ್ಲ. ನಮ್ಮ ಹೈಸ್ಕೂಲಿನಲ್ಲಿ ಈ ತರಹ ಕೆಲವು ಕೆಲಸಗಳು ಇವೆ. ಈ ಮೊದಲೇ ಡೈರೆಕ್ಟರವರಿಗೆ ಇನ್ನೂ ಯಾವ ತರಹದ ಕಾರ್ಯಕ್ರಮ ತೆಗೆದುಕೊಂಡಿದ್ದಾರೋ ಗೊತ್ತಿಲ್ಲ. ಇನ್ನಾದರೂ ಕೂಡ ಅದನ್ನು ವಿಚಾರಿಸಬೇಕೆಂದು ಹೇಳುತ್ತೇನೆ.

ಹೆಣ್ಣುಮಕ್ಕಳ ವಿದ್ಯಾಭ್ಯಾಸಕ್ಕೆ ಗಮನಕೊಡುವುದು ಸ್ವಲ್ಪ ಕಡಮೆಯಾಗಿದೆ ಎಂದು ಹೇಳಬೇಕಾಗಿದೆ. ಇನ್ನಾದರೂ ಅವರಿಗೆ ಈ ಫೋರ್ಟಿನರ್ ಇನ್ಸ್ಟಿಟ್ಯೂಟ್ ಎಂದು ಏನಿವೆ ಅವನ್ನು ನಮ್ಮ ಜಿಲ್ಲೆಯಲ್ಲಿ ತೆರೆಯಬೇಕು. ಅವರಿಗೆ ಈ ತರಹದಲ್ಲಿ ಅದರೂ ಹೆಚ್ಚಿನ ವಿದ್ಯಾಭ್ಯಾಸವನ್ನು ಕೊಟ್ಟು ಪ್ರೋತ್ಸಾಹಿಸಬೇಕು. ನಮ್ಮ ದೇಶದಲ್ಲಿ ಮಹಿಳೆಯರು ಓದು ಬರಹ ತಿಳಿದಂತಹವರು ಕೇವಲ ಶೇಕಡ 6 ಇದ್ದಾರೆ ಎಂದು ಸರ್ಕಾರಿ ವಾರ್ತೆಯಲ್ಲಿದೆ. ಆದ್ದರಿಂದ ಈ ಹೆಣ್ಣುಮಕ್ಕಳ ವಿದ್ಯಾಭ್ಯಾಸಕ್ಕೆ ಹೆಚ್ಚಿನ ಪ್ರೋತ್ಸಾಹ ಕೊಡಬೇಕು ಮಾತ್ರವಲ್ಲ compulsory attendance ತಂದು ಅವರ ವಿದ್ಯಾಭ್ಯಾಸಕ್ಕೆ ಹೆಚ್ಚು ಗಮನ ಕೊಡುವುದು ಉಚಿತ. ಚಿಕ್ಕಿಕ್ ಎಜ್ಯುಕೇಷನ್ ಕೂಡ ಹೆಚ್ಚಿನ ಮಟ್ಟದಲ್ಲಿ ಕೊಡಬೇಕು, ಸ್ಕಾಲರ್‌ಶಿಪ್ ಜಾಸ್ತಿ ಕೊಡಬೇಕು. ಈ ರೀತಿ ಅದಷ್ಟು ಅವರ ಅಭಿವೃದ್ಧಿಯನ್ನು ಸಾಧಿಸಬೇಕೆಂದು ಹೇಳುತ್ತೇನೆ.

ಕಡೆಯದಾಗಿ removal of illiteracy ವಿಷಯವಾಗಿ ಈಗತಾನೆ ಮಾನ್ಯ ಮಿತ್ರರು ಮಾತನಾಡಿದರು. ಅನಕ್ಷರತೆ ಎಲ್ಲರಿಗೂ ಇರುತ್ತದೆ ಹೋಗಿ ಅಲ್ಲಯ ವರೆಗೂ ಅಸ್ಪೃಶ್ಯತೆ ಹೋಗುವುದಿಲ್ಲ. ಅನಕ್ಷರತೆ ಎಷ್ಟರವರೆಗೆ ಸಮಾಜದಲ್ಲಿ ಇರುತ್ತದೆ ಅಲ್ಲಿ ಅಕ್ಷರ ತನಕ ಸಮಾಜದಲ್ಲಿರ ವ ಅನಾಗರಿಕ ದುಷ್ಟ ಭಾವನೆ ಏನಿದೆ ಅದು ಬೆಳೆಯುತ್ತಾ ಬರುತ್ತದೆ. ಆದ್ದರಿಂದ ಪ್ರತಿಯೊಂದು ಗ್ರಾಮದಲ್ಲೂ ಪ್ರತಿ ಮಕ್ಕಳಿಗೂ ಕಡ್ಡಾಯ ಮತ್ತು ಉಚಿತ ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಣ ಕೊಡಬೇಕು. ಅವರೊಂದಿಗೆ ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಕರ ಕಷ್ಟ ಏನಿದೆ ಅದನ್ನು ತಿಳಿದುಕೊಳ್ಳಲಿಕ್ಕೆ ಸರ್ಕಾರದ ಮಟ್ಟದಲ್ಲಿ ಒಂದು ಕಾನ್ಫರೆನ್ಸ್ ಕರೆಯಬೇಕು, ಕರೆದು ಅವರ ಕಷ್ಟ ಸುಖ ಏನು ಎಂಬುದನ್ನು ಸರಿಯಾಗಿ ವಿಚಾರ ಮಾಡಬೇಕು. ಇಷ್ಟು ಹೇಳಿ ನನಗೆ ಈ ಎರಡು ಮಾತುಗಳನ್ನು ಹೇಳಲಿಕ್ಕೆ ಅವಕಾಶ ಕೊಟ್ಟಿದ್ದಕ್ಕಾಗಿ ಅಧ್ಯಕ್ಷರಿಗೆ ನನಗೆ ವಂದನೆಗಳನ್ನು ಅರ್ಪಿಸುತ್ತೇನೆ.

ಶ್ರೀ ಬಿ. ಎ. ಪುಟ್ಟಣ್ಣ (ತುಮಕೂರು).—ಒಂದು ವಿಚಾರ ತಿಳಿಸಬೇಕಾಗಿದೆ. Heads of Departments ಆಗಲಿ Secretaries ಆಗಲಿ ಅಸೆಂಬ್ಲಿಗೆ

ಬರುತ್ತಾ ಇರಲಿಲ್ಲ ಇವತ್ತು ಮಾತ್ರ ಬಂದಿದ್ದಾರೆ. Regular ಆಗಿ ಬರಬೇಕೆಂದು ruling ಇದೆಯೇ, ಬಂದಾಗ ಬರಬಹುದು, ಬಿಟ್ಟಾಗ ಬಿಡಬಹುದು ಎಂದು ಇದೆಯೇ? I want a ruling from the Chair.

Sri ANNA RAO GANAMUKHI.—If we instruct them to come over here, they come. Often they depute some one and they are posted with facts.

ಶ್ರೀ ಬಿ. ಜಿ. ಪೋತ್ (ಸಾದಲ್).—ಮಾನ್ಯ ಅಧ್ಯಕ್ಷರೇ, ಇವತ್ತಿನ ದಿವಸ ಈ ಶಿಕ್ಷಣ ದಿವ್ಯಾಂಡದ ಮೇಲೆ ನಾಲ್ಕು ಶಬ್ದ ಮಾತನಾಡಬೇಕೆಂದು ತಿಳಿದು ವಿಚಾರ ಮಾಡುತ್ತೇನೆ. ಜನರಲ್ ಎರೇಕ್ಷನ್ ಆಗಿ ನಾವು ಇಲ್ಲಿಗೆ ಬಂದ ನಂತರ ಇದು ಮೂರನೆಯ ಬಡ್ತಿ. ಮೊದಲನೆಯ ಬಡ್ತಿ ಆಯಿತು. ಎರಡನೆಯ ಬಡ್ತಿ ಆಯಿತು. ಅದರೊಳಗೆ ಶಿಕ್ಷಣದ ಮೇಲೆ ಮಾತನಾಡಲಿಕ್ಕೆ ನನಗೆ ಅವಕಾಶ ಸಿಕ್ಕಲಿಲ್ಲ, ಪರವಾನಗಿ ಸಿಕ್ಕಲಿಲ್ಲ. ಇದೇ ಮೊದಲನೆಯ ಸಾರಿ ನಾನು ಶಿಕ್ಷಣದ ದಿವ್ಯಾಂಡದ ಮೇಲೆ ಮಾತನಾಡುವ ಪ್ರಸಂಗ. ಈ ಶಿಕ್ಷಣದ ವಿಷಯ ಏನಿದೆ ಇದು ವಿಶೇಷವೆ ಹತ್ತುವುದು. ಸಂಸಾರಿಕ ಜಗತ್ತು ಎಲ್ಲಾ ಇದರಲ್ಲೇ ಇದೆ. ಇದು ಅಷ್ಟು ಸರ್ವ ಶ್ರೇಷ್ಠವಾದದ್ದು, ಉತ್ತಮವಾದದ್ದು. ಶಿಕ್ಷಣದಿಂದ ಆಧ್ಯಾತ್ಮಿಕ ಜೀವನ ಸಾಗಿಸಲಿಕ್ಕೆ ಸಾಧ್ಯವಿದೆ. ಶಿಕ್ಷಣದಿಂದ ಜೀವಿತ ಉದ್ಧಾರಮಾಡಿಕೊಳ್ಳಲಿಕ್ಕೆ, ದೈವಿಕ ಮತ್ತು ಜೀವೋದ್ಧಾರ ಎರಡೂ ಶಿಕ್ಷಣದಿಂದ ಆಗಲಿಕ್ಕೆ ಸಾಧ್ಯ. ಚುನಾವಣಾ ಕಾಲಕ್ಕೆ ಅನುಕೂಲವಾಗಿ ಬೇಕು ಎಂಬ ದೃಷ್ಟಿಯಿಂದ ನಮ್ಮ ರಾಷ್ಟ್ರದೊಳಗೆ ಸಾಮಾನ್ಯ ರೀತಿಯ ಶಿಕ್ಷಣ ಕೊಡಬೇಕು ಎಂಬುದರ ಕಡೆಗೆ ಹೆಚ್ಚು ಲಕ್ಷ ಇರುತ್ತದೆ. ಯಾರು ಏನು ಬೇಕಾದರೂ ತಿಳಿದುಕೊಳ್ಳಿ, ಅಂಕಿ ಅಂಶ ಸುರಿಯುವಂಥ ಅಭ್ಯಾಸ ನನಗಿಲ್ಲ. ಇದರೊಳಗೆ the sum and substance ಎಷ್ಟು ಇದೆಯೋ ಅದನ್ನು ಗ್ರಹಣ ಮಾಡುವುದು ನನ್ನ ಕತ ವ್ಯ. ಆ ಗುಣಕ್ಕನುಸರಿಸಿ ಶಿಕ್ಷಣ ಯಾವರೀತಿಯಿಂದ ನಡೆಯಬೇಕು, ಶಿಕ್ಷಣದ general policy ಏನಿರಬೇಕು, ಶಿಕ್ಷಣ ಎಷ್ಟಿರಬೇಕು ಎಂದು ಹೇಳುವುದಕ್ಕಿಂತಲೂ ಅಥವಾ ಶಿಕ್ಷಣ ಕೇಗಿರಬೇಕು, ಎಷ್ಟು ಕಲಿತವು, ಎಷ್ಟು ಕಲಿತರು ಎನ್ನುವುದಕ್ಕೆ ಅಂತ ಏನು ಕಲಿತರು ಎಂಬುದನ್ನು ವಿಚಾರ ಮಾಡುವುದು ನನ್ನ ಪ್ರಥಮಕರ್ತವ್ಯವಾಗಿದೆ. ಶಿಕ್ಷಣ ಮಂತ್ರಿಗಳು ಹೇಳಬಹುದು ನಾವೇನೂ ಶಿಕ್ಷಣ ಕೊಡುವುದಿಲ್ಲವೇ ಎಂದು. ಅವರು ಶಿಕ್ಷಣ ಕೊಡುತ್ತಾರೆ. ತಮ್ಮ ಪ್ರೈಮರಿ, ಸೆಕೆಂಡರಿ, ಹೈಸ್ಕೂಲು, ಕಾಲೇಜುಗಳಲ್ಲಿ ಶಿಕ್ಷಣ ಕೊಡುತ್ತಾರೆ. ಎಲ್ಲದರೊಳಗೂ ಶಿಕ್ಷಣ ಕೊಡುತ್ತಾರೆ. ಭಾಷಾ ವಿಷಯ, ಗಣಿತದ ವಿಷಯ, ಇತಿಹಾಸ, ಭೂಗೋಳ, ವಿಜ್ಞಾನ, moral ಇವೆಲ್ಲವುಗಳಲ್ಲೂ ಶಿಕ್ಷಣ ಕೊಡುತ್ತಾರೆ. ಕೊಟ್ಟರೂ ಸಹ ಅವರು ಕೊಡುವಂಥ ಶಿಕ್ಷಣ ಮಾತ್ರ ನಾವು ತೆಗೆದುಕೊಂಡಂಥ ಶಿಕ್ಷಣ ಇಲ್ಲವೆಂದು ತನಕ ಅಭೋಗಿಗಳಿಗೆ ಬಂದಂತೆ, ಅತ್ಯುತ್ತಮ ಕಾರಕವಾಗಿ ಕಾಣುತ್ತಿದೆ. ಯಾವ ತರಹದಿಂದ, ನಮ್ಮ ದೇಶದ ಉನ್ನತಿಗೆ ಕಾರಣವಾಗಿದೆಯೇ ಇಲ್ಲವೇ ಎನ್ನುವ ದೃಷ್ಟಿಯಿಂದ ವಿಚಾರ ಮಾಡಿದ್ದೇ ಆದರೆ ಆ ರೀತಿ ಅನಿಸುತ್ತದೆ. ಈ ಶಿಕ್ಷಣ ರಂಗ ನಾಗರಿಕರನ್ನು ತಯಾರುಮಾಡುವ ಒಂದು ಅಖಂಡ. ಇದು ಉತ್ತಮ ನಾಗರಿಕರು ತಯಾರಾಗುವ ಒಂದು ಕ್ಷೇತ್ರ ಶಿಕ್ಷಣ ಎಂದಾದರೂ ಬೇಕು ಎಂಬ ಪ್ರಶ್ನೆಯನ್ನು ಈ ದಿವಸ ನಾವು ಬಿಡಿಸಬೇಕಾಗಿದೆ.

(ಶ್ರೀ ಬಿ. ಜಿ. ಪೋತ್)

ಯಾವ ಪ್ರಕಾರ ಶಿಕ್ಷಣ ಕೊಡಬೇಕು, ನಾವು ನಮ್ಮ ಬಡ್ತಿಟ್ಟಿನಿಂದ ಈ ದಾಖಲೆ 12-13 ಕೋಟಿ ರೂಪಾಯಿಗಳನ್ನು ಖರ್ಚುಮಾಡಿ ಯಾವರೀತಿ ಯಾವ ಶಿಕ್ಷಣ ಕಲಿಯುತ್ತಿದ್ದೇವೆ ಎಂಬುದನ್ನು ವಿಚಾರ ಮಾಡಬೇಕು. ದುಡ್ಡು ಖರ್ಚು ಮಾಡುವುದು ಒಂದು ಮಹತ್ವವಲ್ಲ. 60 ಕೋಟಿ ರೂಪಾಯಿಗಳನ್ನು ಬೇಕಾದರೆ ನೀವು ಖರ್ಚು ಮಾಡಬಹುದು, ಶಕ್ಯವಿದೆ. ಮುಖ್ಯವಾಗಿ ಯಾವ ಪ್ರಕಾರ ಶಿಕ್ಷಣ ದೇಶಕ್ಕೆ ದೊರೆಯಬೇಕು, ಜನತೆ ಎಂತಹ ಶಿಕ್ಷಣ ಕಲಿತರೆ ಮುಂದೆ ಉತ್ತಮ ನಾಗರಿಕರಾಗಬಹುದೆಂಬುದನ್ನು ವಿಚಾರ ಮಾಡಬೇಕು. ಭೌತಿಕ, ನೈತಿಕ, ಶಾರೀರಿಕ, ಆಧ್ಯಾತ್ಮಿಕ, ಮಾನಸಿಕ, ಸಾಂಸ್ಕೃತಿಕ, ರಾಜಕೀಯ, ಸಾಮಾಜಿಕ, ಔದ್ಯೋಗಿಕ, ಹೀಗೆ ಅನೇಕ ವೈಜ್ಞಾನಿಕ ಶಾಸ್ತ್ರಗಳಲ್ಲಿ ಎಷ್ಟರಮಟ್ಟಿಗೆ ಶಿಕ್ಷಣ ಕಲಿತರೆ ನಮ್ಮ ರಾಷ್ಟ್ರ ಉನ್ನತಿಯಾದೀತು ಎಂಬುದು ಈಗಿರುವ ಮುಖ್ಯ ಪ್ರಶ್ನೆ. ಒಂದೇ ಒಂದು ಉದಾಹರಣೆ ಕೊಡುತ್ತೇನೆ. ಈಗ ಕೊಡುವ ಶಿಕ್ಷಣವನ್ನು ಸ್ವಲ್ಪ ತಾರತಮ್ಯ ದೃಷ್ಟಿಯಿಂದ ವಿಚಾರ ಮಾಡಬೇಕು. ಕೋಟ್ಯಾಂತರ ರೂಪಾಯಿಗಳನ್ನು ಖರ್ಚುಮಾಡಿ ಯಾವ ಪ್ರಕಾರ ಶಿಕ್ಷಣ ಕೊಡುತ್ತಿದ್ದಾರೆಂಬುದನ್ನು ವಿಚಾರ ಮಾಡಬೇಕು. ನೀವು ಅಂದು ಕೊಳ್ಳಬಹುದು, ಭಾಷಾ ವಿಷಯದ ಮೇಲೆ ಶಿಕ್ಷಣ ಕಲಿಸುತ್ತೇವೆಂದು. ಅದು ನನ ಬುದ್ಧಿಗೆ ಸರಿಹೋಗುವುದಿಲ್ಲ. ಭಾಷಾ ವಿಷಯ ಕಲಿಸುತ್ತೇವೆ, ವ್ಯಾಕರಣ ಕಲಿಸುತ್ತೇವೆಂದರೆ ಹೇಗೆ? ನಿಮ್ಮ ಮನೆಯೊಳಗೆ ನಾಲ್ಕು ವರ್ಷದ ಹುಲಿಗ ಭಾಷೆ ಮಾತನಾಡುತ್ತಾನೆ. ಅವನು ಯಾವ ಶಾಲೆಗೆ ಬಂದು ಕಲಿತಿದ್ದಾನೆ? ನಮ್ಮ ನಿಮ್ಮ ಚಿಂತೆ ಚಿಹ್ನೆಗಳಿಂದ ಈ ಪ್ರಶ್ನೆಯನ್ನು ಬಿಡಿಸಿ ರಾಷ್ಟ್ರದಲ್ಲಿ ಎಂತಹ ರೀತಿಯಲ್ಲಿ ಶಿಕ್ಷಣ ಕೊಟ್ಟರೆ, ರಾಷ್ಟ್ರಾಭಿವೃದ್ಧಿ ಆದೀತು ಎಂಬುದನ್ನು ಸರ್ಕಾರದವರು ಯೋಚನೆ ಮಾಡಬೇಕು. ಆ ನಾಲ್ಕು ವರ್ಷದ ಹುಡುಗ ನಿಮ್ಮ ಶಾಲೆಗೆ ಬಂದು ಭಾಷಾ ವಿಷಯ ಕಲಿತಿದ್ದಾನೆಯೇ?

ಶ್ರೀ ಜಿ. ವೆಂಕಟೇಗೌಡ.—ತಾಯಿ ಶಾಲೆಯೊಳಗೆ ಕಲಿತಿಯತ್ತಾನೆ.

ಶ್ರೀ ಬಿ. ಜಿ. ಪೋತ್.—ನಾವು ವ್ಯಾಕರಣ ಕಲಿಸಿದ್ದು ಎಂದು ನೀವು ನಮ್ಮಲ್ಲಿ ಹೇಳಬಹುದು. ಆ ಹುಡುಗ ವ್ಯಾಕರಣದಲ್ಲಿನ ಕರ್ತೃ, ಕರ್ಮ, ಕ್ರಿಯಾ ಪದಗಳನ್ನು ಪಯೋಗಿಸಿ, ಎಲ್ಲರಿಂದ ಬಂದೇ ಎಲ್ಲ ಹೋಗುತ್ತೀರಿ? ಎಂದು ಕೇಳುವಾಗ ಆರೀತಿ ಭಾಷೆಯನ್ನು ಮಾತನಾಡುವುದಕ್ಕೆ ಆ ಬಾಲಕ ಪುರುಷ ಮಾಡಿದರೆ, ಆ ಹುಡುಗನಿಗೆ ವ್ಯಾಕರಣ ಎಲ್ಲರಿಂದ ಬಂತು? ಆ ಚಂದ, ಆ ಅಲಂಕಾರ ಆ ಮಗು ಎಲ್ಲರಿಂದ ಕಲಿತರುತ್ತದೋ ಗೊತ್ತಿಲ್ಲ. ಭಾಷಾ ವಿಷಯ ಯಾವ ಪ್ರಕಾರ ದಿಂದ ಜನತೆಗೆ ತಿಳಿಸಬೇಕು ಎಂಬುದು ಎಲ್ಲರಿಗಿಂತಲೂ ಉತ್ತಮವಾದುದು ಮತ್ತು ಮುಖ್ಯವಾದುದು. ಶಿಕ್ಷಣ ಎಂದರೇನೆಂಬ ಸಮಸ್ಯೆಯನ್ನು ಯಾರೂ ಇದುವರೆಗೆ ಸಮರ್ಪಕವಾದ ರೀತಿಯಲ್ಲಿ ಬಿಡಿಸಿಲ್ಲ. ಅದರಲ್ಲಿ ಯಾವ ಮೂಲಭೂತವಾದ ತತ್ವ ಅಡಗಿದೆ ಎಂಬುದನ್ನು ವಿಚಾರಮಾಡಬೇಕು. The fundamental defect in improving the education ಎಂಬುದನ್ನು ಮೊದಲು ವಿಚಾರಮಾಡಬೇಕು. What kind of education is necessary for our country and what kind of education is imparted in our country? ಈ ಪ್ರಾಬಲ್ಯವು ಸಾರ್ವತ್ರಿಕವಾದ ವಿಚಾರವನ್ನು

ಬಹುರೇ ಮಾಡಬೇಕಾಗುವುದಿಲ್ಲ. ಯಥಾರ್ಥರೀತಿ ಇದು ಸಾರ್ವತ್ರಿಕವೆಂದು ನಾನು ಇಲ್ಲಿ ಹೇಳಬೇಕಾಗಿದೆ. ಎಜುಕೇಷನ್ ಡಿಪಾರ್ಟ್‌ಮೆಂಟ್‌ನ ನಾನು ಮಾತನಾಡುವುದು ಇದೇ ಪ್ರಥಮ. ವ್ಯಾಕರಣ ಭಾಷಾ ವಿಷಯಗಳನ್ನು ನೀವು ಕಲಿಸಿದರೂ, ಮುಖ್ಯವಾಗಿ ಮೂಲ ಭಾಷಾ ವಿಷಯವನ್ನು ಕಲಿಸಬೇಕು. ಅದರಿಂದ ಜೀವನಕ್ಕೆ ಮಾರ್ಗದರ್ಶನವನ್ನು ತೋರಿಸಿ ಕೊಡುವಂತಾಗಬೇಕು. ಈಗ ಶಾಲೆಗಳಲ್ಲಿ ಗಣಿತ ಕಲಿಸುತ್ತಾರೆ. What is one, Sir? One-two ಎಂದು ಹೇಳುತ್ತಾರೆ. What is that one? I ask. This is a challenge to the Scientists. ಈ ಪ್ರಶ್ನೆಯನ್ನು ಸೈಂಟಿಸ್ಟ್‌ಗಳನ್ನು ಕೇಳುತ್ತೇನೆ. ಸಾಮಾನ್ಯರಿಗೆ ಕೇಳುವುದಿಲ್ಲ. ಸೈಂಟಿಸ್ಟ್ ಈ ಪ್ರಶ್ನೆಯನ್ನು ಬಿಡಿಸಬೇಕು. ವಸ್ತುತಃ ಜ್ಞಾನ ಎಂಬಂಥದ್ದಕ್ಕೆ ಬುದ್ಧಿ ಎಂದರೆ ಏನು? ನಿಮ್ಮ ಶಿಕ್ಷಣದಲ್ಲಿ ವಸ್ತುಜ್ಞಾನವೇ ಇಲ್ಲ. ಇದರಿಂದ ಶಿಕ್ಷಣ ಸಂಪದವೆನೆಯಾಗುವುದಿಲ್ಲ. ನಿಮ್ಮ ಶಿಕ್ಷಣಕ್ಕೆ 12 ಕೋಟಿ ರೂಪಾಯಿಗಳನ್ನು ಯಥಾರ್ಥ ರೀತಿಯಲ್ಲಿ ಖರ್ಚುಮಾಡುವಾಗ, ಇಡೀ ಹಿಂದೂಸ್ಥಾನದೊಳಗೆ ಕೋಟ್ಯಾಂತರ ರೂಪಾಯಿಗಳು ವ್ಯರ್ಥವಾಗಿ ಶಿಕ್ಷಣಕ್ಕೆ ಖರ್ಚಾಗುತ್ತಿವೆಂದು ನಾನು ಹೇಳುತ್ತಿದ್ದೇನೆ. One ಎಂದರೆ ಏನು? Have some patience and hear me calmly. What is one? If you wish to draw a circle, I ask you what is one. What is that centre? Has it some value or not? It is infinite. ಇದೇ ರೀತಿ ನಿಮ್ಮ ಶಿಕ್ಷಣವನ್ನು ಕೊಡುತ್ತೀರಿ ನಿಮ್ಮ ಶಾಲೆಗೆ ಬಂದು ವಿದ್ಯೆ ಕಲಿಸುವ ಮನುಷ್ಯ ಬಹಾರಿಗೆ ಹೋಗಿ ಹೇಗೆ ಕೇಳುತ್ತಾನೆ? ನಾಲ್ಕು ಕೊಡುತ್ತಾನೆ ವಸ್ತು ವ್ಯಾಪಾರ ವ್ಯವಹಾರ ಮಾಡುತ್ತಾನೆ. ಅವನು ಅಶಿಕ್ಷಿತ, ಮಾತನಾಡುವುದಿಲ್ಲ. ಆಗ ನಿಶ್ಚಿತವನ್ನು ವಸ್ತು ಅಲ್ಲ ವ್ಯವಹಾರ ಮಾಡುತ್ತಾನೆಯೇ? $3 \times 4 = 12$ ಎಂದು ಬಾಯಲ್ಲಿ ಹೇಳುತ್ತಾನೆ. ನಿರಕ್ಷರ ಮನುಷ್ಯನಿಗೆ ಲೆಕ್ಕ ತಿಳಿಯುತ್ತದೆ. ಲೆಕ್ಕ ಮಾಡುವ ಶಕ್ತಿ, ಜ್ಞಾನ, ಬುದ್ಧಿ ಇದೇರಾ ಅವನ ಇಚ್ಛೆ ಅವನಿಗೆ ತ್ರೈರಾಶಿ, ಗುಣಾಕಾರ, ಭಾಗಾಕಾರ, ಇವುಗಳನ್ನು ಮಾಡುವರೀತಿ, ಅದರ ತಾರತಮ್ಯರೀತಿ ಎಲ್ಲರಿಂದ ಬಂತು? That calculation will be infinite. What is that centre? ನೀವು ಅವರ್ತ, ಸೆಕೆಂಡ್, ಮಿನಿಟ್ ಎಂದು ಗಣಿತದಲ್ಲಿ ಹೇಳಿ ಕೊಡುತ್ತೀರಿ. What is that second, I ask you. What is that minute? ಈ ಕಡೆಯೇ ಹಗಲು, ರಾತ್ರಿ, ನಿಮ್ಮ ಶಿಕ್ಷಣ, ಇದರಲ್ಲಿ ಏನಿದೆ ಎಂಬುದನ್ನು ವಿಚಾರ ಮಾಡಬೇಕು. What is millimeter, centimeter, mega watt, kilowatt, ounce, ಎಂದು ಕಲಿಸುವುದಕ್ಕೆ ನಿಮ್ಮ ಶಿಕ್ಷಣ ಏಕೆ ಉಪಯೋಗಿಸುತ್ತಿದ್ದೀರಿ? ನಮ್ಮಲ್ಲಿ ಶಿಕ್ಷಣ ಕಲಿಸಬೇಕು ಎಂದು ಹೇಳಿ ಈ ರೀತಿ ಶಿಕ್ಷಣ ಕೊಟ್ಟರೆ ಏನಿದು?

ಈಗ ಇದು ನಿಮ್ಮ ಶಿಕ್ಷಣ ಏನಿದೆ ಇದರಲ್ಲಿ ಬಹಳ ದೋಷ ಅದೆ. ನೀವು ಈಗ ಶಾಲೆಯಲ್ಲಿ ನಮ್ಮ ಮಕ್ಕಳಿಗೆ ಕೊಡುವ ಶಿಕ್ಷಣ ವ್ಯರ್ಥ ಅದೆ. ನಾನೀಗ ಹೇಳಿದ ಇದಿಷ್ಟೂ ಗಣಿತಶಾಸ್ತ್ರದ ವಿಷಯ ಆಯಿತು.

ಇನ್ನು ಇತಿಹಾಸಕ್ಕೆ ಬರೋಣ. ಈ ದಿವಸ ಸಾಲೆಗಳಲ್ಲಿ ಮಕ್ಕಳಿಗೆ ಭೂಗೋಳ-ಚರಿತ್ರೆಗಳನ್ನು ಕಲಿಸುತ್ತಿದ್ದೀರಿ. ನಾನು ಹೇಳುವುದನ್ನೆಲ್ಲಾ ನೀವು ಸಲಿಯಾಗಿ ಕೇಳಿಕೊಳ್ಳಿ; ಆನಂತರ ನಿಮಗೆ ನಾನು ಏನು

ಹೇಳುತ್ತಿದ್ದೇನೆ ಎಂಬುದು ಅರ್ಥ ಆಗುತ್ತದೆ. ನಾನೀಗ ನಿಮಗೆ ಕೇಳುತ್ತೇನೆ 'ಇತಿಹಾಸ' ಎಂದರೆ ಏನು ಎಂದು? ಈ ದಿವಸ ನಿಮಗೆ ಇತಿಹಾಸ ಎಂದರೇನು ಗೊತ್ತಿದೆ ಎಂದರೆ ಆ ಇಂಗ್ಲಿಷ್ ಅಧಿಕಾರಿಗಳಾಗಿ ಇಲ್ಲಗೆ ಬಂದಿದ್ದ ರಾರ್ಡ್ ಹಾರ್ಡಿಂಜ್, ಡಾರ್‌ಹಾಸಿ, ಎಲಿಯಂ ಬೆಂಟಿಂಕ್, ರಾರ್ಡ್ ಕರ್ಜನ್, ಕಾರನ್‌ವಾಲಿಸ್ ಇತ್ತಿತ್ಯಾದಿಯವರ ಇತಿಹಾಸ ಏನಿದೆ ಅದೇ ನಿಮ್ಮ ಇತಿಹಾಸವೋ ಅಥವಾ ನಿಮಗೇ ಬೇರೆ ಇನ್ನಾವುದಾದರೂ ಒಂದು ಇತಿಹಾಸ ಇದೆಯೋ? ಈ ದಿವಸ ನೀವು ಶಾಲೆಯಲ್ಲಿ ಕಲಿಸುತ್ತಿರುವ ಇತಿಹಾಸ ಅದು ಯಾವ ಇತಿಹಾಸ? ಯಾವ ಇತಿಹಾಸ? ಇತಿಹಾಸ ಎಂದರೆ—ಇತಿ+ಇಹ+ಅಸ (ಇತಿ+ಹ+ಅಸ)? = ಇತಿಹಾಸ ಎಂದಾಯಿತು. ಹೀಗೆಂದರೆ ಅರ್ಥ ಏನೆಂದರೆ—ಇತಿ=ಈ ಪ್ರಕಾರವಾಗಿ, ಇಹ=ಇಲ್ಲಿ, ಅಸ=ಆಗಿರುತ್ತದೆ, ಎಂದರೆ ಈ ಪ್ರಕಾರವಾಗಿ ಇಲ್ಲಿ ಆಗಿರುತ್ತದೆಂದು ಇದರ ಅರ್ಥ. ಆದರೆ ಈ ಭರತ ಖಂಡಕ್ಕೆ ಆ ಡಾರ್‌ಹಾಸಿ, ಬೆಂಟಿಂಕ್, ಕರ್ಜನ್, ಕಾರನ್‌ವಾಲಿಸ್ ಇಷ್ಟು ಜನರೇ ಪ್ರಪಂಚದ ಆದಿಯಿಂದಲೂ ಇಲ್ಲದ್ದರೋ ಅಥವಾ ನಮ್ಮ ಭರತಖಂಡದ ಇತಿಹಾಸ ಇದಕ್ಕಿಂತಲೂ ಹಿಂದೆ ನಿಂದ ಬೇರೆ ಜನಾದರೂ ಒಂದು ಇತ್ತೋ ಅಥವಾ ಇಲ್ಲವೋ? ಈ ಜನರಲ್ಲ ಇಲ್ಲಗೆ ಬರುವುದಕ್ಕೆ ಮುಂಚೆ ಮೊದಲು ಇಲ್ಲದ್ದವರು ಯಾರು? ಹಿಂದೆ ಇಲ್ಲಿ ಶ್ರೀ ಕೃಷ್ಣ ಇದ್ದ; ಅದಕ್ಕೆ ಹಿಂದೆ ಇಲ್ಲಿ ರಾಮನಿದ್ದ; ಅದಕ್ಕೆ ಹಿಂದೆ ಇಲ್ಲಿ ಹರಿಶ್ಚಂದ್ರನಿದ್ದ. ಇವರ ಇತಿಹಾಸ ವನ್ನೆಲ್ಲಾ ಕೈಬಿಟ್ಟು ಬಿಟ್ಟಿದ್ದೀರಿ. ಆದಕಾಗಿ ನಾನೀಗ ಕೇಳುತ್ತೇನೆ ನೀವು ಈ ದಿವಸ ನಮ್ಮ ಮಕ್ಕಳಿಗೆ ಸಾಲೆಗಳಲ್ಲಿ ಒಂದು ನಮ್ಮ ಸತ್ಯ ಇತಿಹಾಸವನ್ನು ಒಂದು ಸತ್ಯ ಇತಿಹಾಸವನ್ನು ನೀವು ಕೊಡುತ್ತಿದ್ದೀರೇನು?

ಉಪಾಧ್ಯಕ್ಷರು.—ತಾವು ಹೀಗೆ ಭಾಷಣ ಮಾಡಲು ಹೊರಟರೆ ನಾವು ಇಲ್ಲಿ ಒಂದು ವರ್ಷಕಾಲ ಕುಳಿತರೂ ಇದನ್ನು ಮುಗಿಸಲು ಸಾಧ್ಯವಾಗದು.

ಶ್ರೀ ಬಿ. ಜಿ. ಪೋತ್.—ನಾನು ಈ ಮೂಲ ಭೂತ ವಿಚಾರಗಳನ್ನೆಲ್ಲಾ ಏತಕ್ಕಾಗಿ ಹೇಳುತ್ತಿದ್ದೇನೆಂದರೆ ತಾವೆಲ್ಲರೂ ತಿಳಿದುಕೊಳ್ಳಬೇಕಾದಂಥ ವಿಷಯಗಳು ಇವು. ಆದರೆ ಈ ದಿವಸ ನೀವು ಎದ್ದು ಬಿದ್ದು ಬಾಗಿ ಏನು ಕಾರ್ಯವು ಕೈಗೊಂಡಿದ್ದೀರಿ ಎಂದು ಕೇಳಿದರೆ ನೀವು ಏನು ಹೇಳ ತೀರಿ? ಈ ವರ್ಷ ನಾಲ್ಕು ಸಾಲೆಗಳನ್ನು ಹೆಚ್ಚುಮಾಡಿದ್ದೇವೆ, ನಾಲ್ಕು ಜನ ಮಾಸ್ತರನ್ನು ಹೆಚ್ಚುಮಾಡಿದ್ದೇವೆ, ನಾಲ್ಕು ಸಾಲೆಗಳಿಗೆ ಗ್ರಾಂಟನ್ನು ಹೆಚ್ಚಿಸಿದ್ದೇವೆ, ಎಂದು ಹೇಳಿದರೆ ಇದು ವಿದ್ಯಾಭಿವೃದ್ಧಿ ಆಯಿತೇ? ಇದು ವಿದ್ಯಾಭಿವೃದ್ಧಿಯಾಗಲಿಲ್ಲ. ನೀವು ನಮ್ಮ ಮಕ್ಕಳಿಗೆ ನಾವು ಕೇಳುವುದನ್ನು ನಮ್ಮ ಮಕ್ಕಳಿಗೇನು ಬೇಕೋ ಅದನ್ನು ನೀವು ಕೊಡುತ್ತೀರಿ. ಆದ್ದರಿಂದ ಈಗ ನಾನು ನನಗೇನು ಬೇಕೆಂಬುದನ್ನು ಹೇಳುತ್ತಿದ್ದೇನೆ. ನೀವು ಈ ದಿವಸ ಒಂದೆರಡು ಸಾಲೆಗಳಿಗೆ ಗ್ರಾಂಟನ್ನು ಕೊಟ್ಟರೆ ಅದು ಶಿಕ್ಷಣ ಪದ್ಧತಿಯನ್ನು ಉತ್ತಮ ಗೊಳಿಸಿದಂತಾಗಲಿಲ್ಲ. ಶಿಕ್ಷಣ ಕ್ರಮವೆಂದರೆ ಅದೇ ಬೇರೆ ಅದೆ. ಇದಿಷ್ಟೂ ನಮ್ಮ ಇತಿಹಾಸದ ಪ್ರಕರಣ ಆಯಿತು.

ಉಪಾಧ್ಯಕ್ಷರು.—ತಾವು ಯಾವುದಾದರೂ ಪಬ್ಲಿಕ್ ಭಾಷಣದಲ್ಲಿ ಈ ವಿಚಾರಗಳನ್ನೆಲ್ಲಾ ಹೇಳಿದ್ದರೆ ಬಹಳ ಚೆನ್ನಾಗಿರುತ್ತಿತ್ತೆಂದು ಕಾಣುತ್ತದೆ!

Sri B. G. KHOT.—Unless these questions are discussed on the floor

of the House, the general policy of education will never be changed.

Mr. DEPUTY SPEAKER.—I have no objection if you finish it within the allotted time.

ಶ್ರೀ ಬಿ.ಜಿ. ಪೋತ್.—ಇನ್ನು ಆ ಭೂಗೋಳದ ವಿಷಯದಲ್ಲಿ ಅದೇನಿದೆ ಅದನ್ನು ಈಗ ಸ್ವಲ್ಪ ವಿಚಾರ ಮಾಡೋಣ. ಭೂಗೋಳ ಎಂದರೇನು? ಭೂಮಿಗೋಳವಾಗಿದೆ ಎಂದು ಅರ್ಥ. ಇದು ಆ ಇಂಗ್ಲಿಷರ ನಂಸ್ಯತೆಯ ಪ್ರಕಾರ ಭೂಮಿ ಗೋಳವಾಗಿದೆ, ಭೂಮಿ ಗುಂಡಾಗಿದೆ ಎಂದು ಹೇಳಿದ್ದಾರೆ. ಅದೇ ಇದು ಗುಂಡಾಗಿ ಚೆಂಡಿನ ಆಕಾರದಲ್ಲಲ್ಲ. ಭೂಮಿ ವಲಯಾಕಾರದಲ್ಲಿದೆ. ಇದಕ್ಕೆ ತಮಗೊಂದು ದೃಷ್ಟಾಂತ ಹೇಳಬೇಕೆಂದರೆ ಒಂದು ಬಾವಿಯೊಳಗೆ ಒಂದು ಹಳ್ಳ ತೆಗೆದುಕೊಂಡು ಒಗೆದರೆ ಆ ನೀರಿನ ಮೇಲೆ ಒಂದು ವರ್ತುಲಾಕಾರ ಹಾಗೆಯೇ ವಿಸ್ತಾರ ಆಗುತ್ತಾ ಆಗುತ್ತಾ ಹೋಗುತ್ತಿರುತ್ತದೆ ಇದೇ ಆಧಾರ ಈ ತತ್ವಕ್ಕೂ ಕಾಣವಾಗಿದೆ. ಇಲ್ಲಿ ಭೂಮಿ ಆಧಾರ ನೀರು ಆಧಾರ. ಇಲ್ಲಿ ಈ ಎರಡೂ ಹೇಗೆ ಆಧಾರ ಅಧೀನಗಳಾಗಿರುತ್ತವೋ ಇದೇ ಪ್ರಕಾರ, ಇದೇ ತತ್ವವನ್ನು ಅನ್ವಯಿಸಿ ನೀರು ಆಧಾರ—ಭೂಮಿ ಆಧಾರ ಈ ಆಧಾರ ಆಧಾರಗಳಿಂದ ಈ ಭೂಮಿ ಗುಂಡಾಗಿಲ್ಲ; ಇದು ವರ್ತುಲಾಕಾರವಾಗಿದೆ, ಇದು ವಲಯಾಕಾರವಾಗಿದೆ.

ಶ್ರೀ ಬಿ. ಬಸವಲಿಂಗಪ್ಪ (ಗೃಹಶಾಖಾ ಉಪ ಮಂತ್ರಿಗಳು).—ತಾವು ದಯವಿಟ್ಟು ಈಗ ಸಭೆಯ ಮುಂದಿರತಕ್ಕ ಎಜುಕೇಷನ್ ಡಿಮಾಂಡಿನ ಮೇಲೆ ಮಾತನಾಡಿರಿ ಒಳ್ಳೆಯದು.

Sri B. G. KHOT.—I want to show that the general educational policy adopted is wrong. The methods taken to execute it are quite otherwise. I do not want schools and colleges.

ಈಗ ಈ ವಿಚಾರವೂ ಹಾಗಿರಲಿ ನಾನು ಈಗ ಒಂದು ಮಾತನ್ನು ಹೇಳುತ್ತೇನೆ. ನೀವು ಈ ದಿವಸ ನಮಗೆ ಮರುಳು ಮಾಡುತ್ತಿದ್ದೀರಿ. ನಿಮ್ಮ ಆ ಬೇಸಿಕ್ ಎಜುಕೇಷನ್ ಆಗಲಿ ಅವಮಾ ಪ್ರೈವರಿ, ಸೆಕೆಂಡರಿ ಎಜುಕೇಷನ್, ಟೆಕ್ನಿಕ್ ಎಜುಕೇಷನ್ ಇತ್ಯಾದಿ ಶಿಕ್ಷಣವನ್ನು ನೀವು ಹುಡುಗರಿಗೆ ಎಷ್ಟು ಬೇಕಾದರೂ ಕೊಡಿ, ಅವುಗಳಿಂದ ಏನಾದರೂ ಆಗುವುದಿದ್ದರೆ ಅಷ್ಟು ಹೊಟ್ಟೆತಾಪತ್ರಯ ಬಡಿಸುವ ಕೆಲಸ ಅದರಿಂದ ಆದೀತೇವಿನಾ ಆ ಕಾರ್ಯಕೂಡ ಅದರಿಂದ ಪೂರ್ಣವಾಗಿ ನೆರವೇರದು. ಅದನ್ನಾದರೂ ಆ ಹೊಟ್ಟೆಪಾಡಿನ ಕೆಲಸವನ್ನಾದರೂ ಪೂರ್ಣವಾಗಿ ಬಡಿಸಲಕ್ಕೆ ಪ್ರಯತ್ನ ಮಾಡಿದ್ದೀರಾ ಎಂದರೆ ಅದೂ ಕೂಡ ಇಲ್ಲ. ಈ ದಿವಸ ನೀವು ಕೊಡಲಕ್ಕೆ ಹತ್ತಿರುವ ಶಿಕ್ಷಣ ಏನಿದೆ ಅದರಿಂದ ವಿದ್ಯಾವಂತನೆಂದು ಹೇಳಿಕೊಳ್ಳತಕ್ಕವನೂ ಕೂಡ ಶುದ್ಧವಾಗಿ ತನ್ನ ಒಂದು ಹೊಟ್ಟೆ ತಾಪತ್ರಯ ಕೂಡ ಬಡಿಸಲಕ್ಕೆ ತೀರ ಅವನು ಧರ್ಮವಾನೆ. ಇಂಥ ಅಪ್ರಯೋಜಕ ಶಿಕ್ಷಣವನ್ನು ಕೊಡುತ್ತಿರುವುದರಿಂದ ನೀವನ್ನು ಹತ್ತಾರು ಸಾಲೆಗಳನ್ನು ಸ್ಥಾಪನೆ ಮಾಡಿದರೂ ಅದರಿಂದ ದೇಶಕ್ಕೇನೂ ಪ್ರಯೋಜನವಾಗುವುದಿಲ್ಲ. ಈ ತೆರನಾದ ಶಿಕ್ಷಣ ಪಡೆದವನಿಗೆ ಅವನ ಜೀವನದಲ್ಲಿ ಸುಖ, ನೆಮ್ಮದಿ, ಶಾಂತಿ ಸಿಕ್ಕಲಿಕ್ಕಿಲ್ಲ. ಮೂಲಭೂತ ಶಿಕ್ಷಣ ಏನಿದೆ ಅನ್ನುವುದನ್ನು ಹೇಳುವುದಕ್ಕೆ ನಮಗೆ ಹಕ್ಕಿದೆ. ಅದನ್ನು ನಾನೀಗ ಹೇಳುತ್ತಿದ್ದೇನೆ. ಈ ವಿಚಾರ

(SRI B. G. KHOT)

ಸಾಮಾನ್ಯವಾಗಿ ಎಲ್ಲರಿಗೂ ಅರ್ಥ ಆಗಲಿಕ್ಕೆ ಶಕ್ಯವಿಲ್ಲ. ಈ ದಿವಸ ನಮ್ಮ ಹುಡುಗರು ತಮ್ಮ ಒರೇವಂದ್ ದ ಡ್ಯುಕೊಟ್ಟು ಬೋಟಾ ಶಿಕ್ಷಣತೆಗೆದುಕೊಳ್ಳಬೇಕಾಗಿದೆ. ನಾವು ಕೆಳತಕ್ಕ ಶಿಕ್ಷಣವನ್ನು ನೀವು ಈಗ ಕೊಡುತ್ತಿಲ್ಲ. ನೀವೇನು ಒಂದು ಶಿಕ್ಷಣ ಎದು ಹೇಳಿಕೊಡುತ್ತಿದ್ದೀರೋ ಅದನ್ನೇ ನಾನೀಗ ತೆಗೆದುಕೊಳ್ಳಬೇಕಾಗಿದೆ. ಈಗ ನಿಮ್ಮ ಶಿಕ್ಷಣದ ಪ್ರಕಾರ ಭೂಮಿಗುಂಡಿಗೆ ಎಂದು ಹೇಳಿದರೆ ಅದು ಸುಳ್ಳು. ಭೂಮಿ ವರ್ತುಳಾಕಾರವಾಗಿದೆ ವ್ಯಾಸಾಕಾರವಾಗಿದೆ ಎಂದು ಹೇಳುತ್ತೇವೆ. ಅದುದರಿಂದ ನೀವು ಇನ್ನು ಮೇಲೆ ನಮ್ಮ ವಕ್ಕಳಿಗೆ ಇಂಥ ಶಿಕ್ಷಣ ಕೊಟ್ಟು ಆ ಹುಡುಗರನ್ನು ಕಡಿಸಬೇಡಿ. ಅವರಿಗೊಂದು ಸುಗುಮವಾದ ಹಾದಿಯನ್ನು ತೋರಿಸಬೇಕಾಗಿದ್ದರೆ ನಿಮ್ಮ ಈಗಿರತಕ್ಕ ಸಿಲಿಬಸ್ಸನ್ನು ಸಂಪೂರ್ಣವಾಗಿ ಬದಲಾಯಿಸಿ ಎರಡನೆಯ ಸಿಲಿಬಸ್ಸನ್ನು ತಯಾರುಮಾಡಿ. ಅದು ನಿಮಗೆ ಶಕ್ಯ ಇಲ್ಲದಿದ್ದರೆ I am ready to prepare it.

5 P.M.

ಆಧುನಿಕ ವೈಜ್ಞಾನಿಕರು ಜನತೆಗೆ ಹುಚ್ಚೆಬ್ಬಿಸುತ್ತಿದ್ದಾರೆ. ಸೃಷ್ಟಿತರುಗುತ್ತದೆ, ಅದರಿಂದ ದಿವಸ, ರಾತ್ರಿ ಆಗುತ್ತದೆಂದು ಹೇಳುತ್ತಾರೆ. ನಮ್ಮ ಹುಡುಗರಿಗೆ ಮತ್ತು ನನಗೂ ಶಾರೀರಿಕೆಗೆ ಅದೇ ಶಿಕ್ಷಣವನ್ನು ಕೊಟ್ಟರು. ಆಗಿದ್ದ ಪ್ರಭುತ್ವವರು ನಮ್ಮನ್ನು ಗುಲಾಮರಿಗೆ ತಳ್ಳುವಂಥ ಶಿಕ್ಷಣವನ್ನು ಕೊಟ್ಟರು. ಅಲ್ಲಂದ ಬೊಟ್ಟಿ ಶಿಕ್ಷಣ ನಮ್ಮ ಜನರೊಳಗೆ ಬೆಳೆಯುತ್ತಿದೆ, ಈ ತಪ್ಪು ಮಾಡಲಕ್ಕೆ ಹತ್ತಿದೆ. ನಾವು ಕೊಡುವ ಶಿಕ್ಷಣ ಮೂಲಭೂತವಾಗಿರಬೇಕು; ವಿದ್ಯಾಭ್ಯಾಸದ ನೀತಿಯಲ್ಲ ಬದಲಾವಣೆಯಾಗಬೇಕೆನ್ನುವುದು ನನ್ನ ಅಭಿಪ್ರಾಯವಿದೆ. ಸೃಷ್ಟಿರುಗುತ್ತಿಲ್ಲ, ಸೂರ್ಯನು ಸೃಷ್ಟಿಸುತ್ತಲೂ ತಿರುಗುತ್ತಾನೆ ಎನ್ನುವುದು ನನ್ನ ಮತವಿದೆ. ಸೃಷ್ಟಿ ತನ್ನ ಸುತ್ತ ತಾನು ತಿರುಗುತ್ತ ಸೂರ್ಯನ ಸುತ್ತಲೂ ಹೋಗುತ್ತದೆ ಎಂದು ತಿಳಿಸುತ್ತಾರೆ. ಅಲ್ಲಗೆ ಸೃಷ್ಟಿಯೂ ಒಂದು ಗ್ರಹ. ಸೂರ್ಯ ಚಂದ್ರರು ಗ್ರಹಗಳೆಂದು ಹೇಳುತ್ತೇವೆ. ಒಂದು ಕಡೆ ಸೃಷ್ಟಿ ತಿರುಗುತ್ತದೆ ಎಂದು ಹೇಳುತ್ತೇವೆ. ಇದನ್ನೆಲ್ಲ ನೋಡಿದರೆ ನಾನು ಬಂಜೆಯ ಮಗ ಎಂದು ಹೇಳಿದಹಾಗೆ ಆಗುತ್ತದೆ. ನಿಮ್ಮ ಅವ್ಯಯಂಜೆಯಾದರೆ ನೀನು ಹುಟ್ಟಿದ್ದು ಹೇಗೆ ಎಂದು ಕೇಳಬೇಕಾಗುತ್ತದೆ. ಅಂಥ ಪರಿಸ್ಥಿತಿ ಇಲ್ಲಯೂ ಇದೆ. ಅಮರಕೋಶ ದೊಡ್ಡ ನಿಘಂಟು ಇದೆ. ಅದರಲ್ಲಿ ಸೃಷ್ಟಿ ಸ್ಥಿರಾ, ಅಚಲಾ ಎಂದು ಹೇಳಿದ್ದಾರೆ. ಆದುದರಿಂದ ನಾನು ವಿಜ್ಞಾನಿಗಳಿಗೆ ಒಂದು ಮನವಿ ಮಾಡಿಕೊಳ್ಳುತ್ತೇನೆ. ಅವರು ಈ ವಿಚಾರಗಳನ್ನು ತಿಳಿದುಕೊಳ್ಳಲಿ. ಇದನ್ನೆಲ್ಲ ನೋಡಿದರೆ ನಮ್ಮ ಬುದ್ಧಿಯನ್ನು ಎರಡನೆಯವರಿಗೆ mortgage ಮಾಡಿದ್ದೇವೆ. ನಾವು ಹೇಳುವುದೇ ಸರಿ ಎಂದು ಸೃಷ್ಟಿ ತನ್ನ ಸುತ್ತಲೂ ಮತ್ತು ಸೂರ್ಯನ ಸುತ್ತಲೂ ತಿರುಗುತ್ತದೆ ಎಂದು ಹೇಳಲಕ್ಕೆ ಹೊರಟಿದ್ದಾರೆ. ಇಂಥ ಶಿಕ್ಷಣ ನಮಗೆ ಬೇಡ. ಅದನ್ನು ತೆಗೆದುಹಾಕಿ.

ಶ್ರೀ ಬಿ. ಬಸವಲಿಂಗಪ್ಪ.—ಅಮರಕೋಶವನ್ನು ಓದಬೇಕೆಂದು ಹೇಳುತ್ತೀರೋ?

ಶ್ರೀ ಬಿ. ಜಿ. ಬೋರ್ಡ್.—ನಿಮಗೆ ಅಮರಕೋಶ ಓದುವುದು ಬೇಡ. ಮ್ಯಾಕ್ಮಲ್ಲರ್ ಪ್ಲೇಕ್ಸಿಯರ್ ಡಾರ್ವಿನ್ ಇಂಥವರ ಕೃತಿಗಳನ್ನು ಓದುತ್ತೀರಿ. ಇದರಿಂದ ನಿಮ್ಮ ಅಧಃಪತನವಿದೆ.

ಶಾರೀರಿಕ ಶಿಕ್ಷಣದ ದಿನೆಯಲ್ಲ ಒಂದೇ ಒಂದು ಮಾತನ್ನು ಹೇಳುತ್ತೇನೆ. ನಣ್ಣ ಹುಡುಗರಿಗೆ, 25 ವರ್ಷದ ವಯಸ್ಸಿನ ತನಕ ಶಾರೀರಿಕ ಶಿಕ್ಷಣ ಕೊಡಬೇಕು. Cricket, Badminton ಇವುಗಳಿಂದ ಏನೂ ಪ್ರಯೋಜನವಿಲ್ಲ. ಹುಡುಗರಿಗೆ ಎಷ್ಟು ಆಟಕೂಟಗಳು ಇದರೂ ಅದರಲ್ಲ ಹೆಚ್ಚು ಅನುಕೂಲವಿಲ್ಲ. ವ್ಯಾಯಾಮದಿಂದ ಯಾವುದೇ constitution ಇರಲಿ ಶಾಚಿ ಸಾಫ್ ಆಗುತ್ತದೆ. ವ್ಯಾಯಾಮದಿಂದ ಹುಡುಗರಿಗೆ ಶಕ್ತಿ ಬರುತ್ತದೆ. ಉಟ್, ಬೈಸ್ ಎಂದರೆ ಏಳುವುದು ಕೂಡುವುದು, ನೆಲದಮೇಲಿನಿಂದ ಸಾಮಾನ್ಯ ತೆಗೆಯುವುದು, ಇದರಿಂದ ಶಕ್ತಿ ಬರುತ್ತದೆ. ಶಾರೀರಿಕ ಸಂಪತ್ತು ಹೆಚ್ಚುತ್ತದೆ. ಈ ಪ್ರಕಾರ ಶಾರೀರಿಕ ಶಿಕ್ಷಣವನ್ನು ಕೊಡಬೇಕು. ಇದನ್ನು Secondary Education ಪೂರ್ವಯೋಗವರ್ಗದ ಕೊಡಬೇಕು. ದಂಡೆ, ಉಟ್, ಬೈಸ್, ಗದಾಯುದ್ಧ ಎಲ್ಲ ಮಾಡಿಸಿ, ಅದರಿಂದ ಸ್ವಾಯಂಗಳು ಸರಿಯಾಗಿ ವೃದ್ಧಿಹೊಂದಿ ಗಟ್ಟಿಶರೀರವಾಗುತ್ತದೆ. ಸುಂದರ ಶರೀರವಾಗುತ್ತದೆ. 20-25 ವರ್ಷ ವಯಸ್ಸಿನವರೆಗೂ ಇಂಥ ಶಿಕ್ಷಣವನ್ನು ಕೊಡುವುದಕ್ಕೆ ಅನುಕೂಲವಾಗುವಂತೆ ಪಾಠಕ್ರಮದಲ್ಲಿ ಇದನ್ನು ಸೇರಿಸಿ.

ಶ್ರೀ ಜಿ. ಬಿ. ಮರಾಠಾಧ್ಯ (ನಂಜನಗೂಡು).—ಹೆಣ್ಣು ವಕ್ಕಳಿಗೂ ಇದೇ exercise ಕೊಡಬೇಕೋ? ಶ್ರೀ ಬಿ. ಜಿ. ಬೋರ್ಡ್.—ಆ ವಿಚಾರಕ್ಕೆ ಮುಂದೆ ಬರುತ್ತೇನೆ. ಆದರೆ ಏನು ಶಿಕ್ಷಣ ಕೊಡಬೇಕು ಎನ್ನುವುದನ್ನು ಹೇಳುವುದಿದೆ.

ಇರಾಖೆಗೆ ಅನುಕೂಲವಾಗುವಂಥ ಒಂದು ವಿಷಯವನ್ನು ಹೇಳುತ್ತೇನೆ. ಗುರುಕುಲ ಆಶ್ರಮ ಪ್ರಸಿದ್ಧವಿದೆ. 20 ವರ್ಷಗಳತನಕ experiment ಮಾಡಲಕ್ಕೆ ಹತ್ತಿದ್ದೇವೆ. Successful ಆಗಿದೆ, ಆ ಪ್ರಕಾರಮಾಡಿರಿ. ಅದರಿಂದ ರಾಷ್ಟ್ರದ ಹಣ ಉಳಿತಾಯವಾದ ಹಾಗಾಗುತ್ತದೆ. ಆ ಸ್ಕೀಮ್ ಏನೆಂದರೆ B.A., B.Sc., B.T., ಇವು ಪೂರ್ಣ ಅದನಂತರ, ಎಲ್ಲಯಾದಂಥ ಕೆಲಸವನ್ನು ಕೊಡುವುದಕ್ಕೆ ಮೊದಲು ಒಂದು ವರ್ಷ ಅಥವಾ ಎರಡು ವರ್ಷ ಅವರುಗಳು ತಮ್ಮ ಹೊಟ್ಟೆ ಬರ್ಚಿಗೆ ಎಷ್ಟು ಬೇಕೋ pocket money ಎಷ್ಟು ಬೇಕಾಗುತ್ತದೆಯೋ ಅಷ್ಟನ್ನು ಮಾತ್ರ ತೆಗೆದುಕೊಂಡು honorary service ಎಂದು ತಿಳಿದು ಕೆಲಸಮಾಡಬೇಕು. ಇದು ಅವರಿಗೆ apprenticeship ಇದ್ದಹಾಗೆ, State level ನಲ್ಲಿ ಬರ್ಚು ಕಡಮೆ ಆಗುತ್ತದೆ. ಆತನು ಯಾವ ಫೀಲ್ಡ್‌ನಲ್ಲಿಯೇ ಇರಲಿ, ರೆವೆನ್ಯೂ ಇರಲಿ, P.W.D. ಇರಲಿ, ಯಾವುದೇ ಫೀಲ್ಡ್‌ನಲ್ಲಿ ನೌಕರಿಗೆ ಸೇರಲಿ ಅದಕ್ಕೆ ಮೊದಲು ಒಂದೆರಡು ವರ್ಷಗಳಕಾಲ ಕೆಲಸ ಮಾಡಬೇಕು. You think it seriously in the interests of the country and not on account of myself. The country would be benefited by this kind of education. This is the fundamental education by which the country will be benefited, the generation will be benefited. The students will be strengthened morally, mentally and physically. Thus the whole nation will be strengthened. ನಿಮ್ಮ ಕೈಯಲ್ಲಿ ಈಗ ಶಕ್ತಿ ಇದೆ, ಅದನ್ನು ದುರುಪಯೋಗ ಮಾಡಬೇಡಿ, ರಾಷ್ಟ್ರಕ್ಕೆ ಉಪಯೋಗವಾಗುವುದಿದ್ದರೆ ಆ ಪ್ರಕಾರ ಮಾಡಿ. You can utilise your

powers in the interests of the country. Do not try to utilise them in a vague manner. ಇದನ್ನು ಚಲೋ ರೀತಿಯಿಂದ ಉಪಯೋಗ ಮಾಡಿರಿ. ನಮ್ಮ ಮೈಸೂರು ರಾಜ್ಯ ideal ರಾಜ್ಯವಾಗಲಿ. ಅದನ್ನು ಹಿಂದೂಸ್ಥಾನ ಸರ್ಕಾರವೂ ಅನುಕರಿಸಲಿ. ಈಗಿನ ಶಿಕ್ಷಣ ಆಯೋಗ್ಯವಿದೆ. Spiritual, moral, mental, physical ಎಲ್ಲ ಬಗೆಯಲ್ಲಿಯೂ ನಮ್ಮ ವಿದ್ಯಾಭ್ಯಾಸ ಪದ್ಧತಿಯಲ್ಲಿ ಶಿಕ್ಷಣಕೊಡಲಕ್ಕೆ ಶಕ್ಯವಿದೆ ಎಂದು ತಿಳಿದು ಇತರರಿಗೂ ತೋರಿಸಿಕೊಡಿರಿ. ಈ ಪ್ರಕಾರ ನಿಮ್ಮ policy, ನಿಮ್ಮ general policy ಏನಿದೆ ಅದನ್ನು ಬದಲಾಯಿಸಿ ಹೊಸ policy ಮತ್ತು ಹೊಸ ರೀತಿಯನ್ನು ಅನುಷ್ಠಾನಕ್ಕೆ ತರಬೇಕು ಎಂದು ನಾನು ನಿಮ್ಮಲ್ಲಿಗೂ ವಿನಂತಿ ಮಾಡಿಕೊಳ್ಳುತ್ತೇನೆ.

ಶ್ರೀಮತಿ ರತ್ನಮ್ಮ ಮಾಧವರಾವ್ (ಶಿವಮೊಗ್ಗ).—ನಮ್ಮ ಅಧ್ಯಕ್ಷರೇ, ನಮ್ಮ ಮುಂದೆ ಇಟ್ಟಿರುವ ವಿದ್ಯಾಭ್ಯಾಸದ ಬೇಡಿಕೆಯನ್ನು ಅನುಮೋದಿಸುತ್ತಾ ಕೆಲವು ವಿಷಯಗಳನ್ನು ತಿಳಿಸಬೇಕೆಂದಿದ್ದೇನೆ.

ಪ್ರೈಮರಿ ಶಾಲೆಗಳಿಗಾಗಿ ಹೋದವರ್ಷ 6,17,18,000 ರೂಪಾಯಿಗಳಷ್ಟು ರಿಮೈಟ್ ಎನ್ನಿ ಮೇಟು ಮಾಡಿದ್ದಾರೆ. 1958-59ನೆಯ ಸಾಲಿಗಾಗಿ ಮಂಜೂರಾಗಿರುವುದು 6,36,43,400 ರೂಪಾಯಿಗಳು, ಇದರಲ್ಲಿ 19 ಲಕ್ಷ ರೂಪಾಯಿಗಳನ್ನು ಒರ್ಚು ಮಾಡಿಲ್ಲ. ಏಕೆ ಸ್ಯಾಮಿ ಮಾಡಲಿಲ್ಲ? ತೊಂದರೆ ಏನಾದರೂ ಆಗಿತ್ತೇ, ಅಥವಾ ಯಾರೂ ಶಾಲೆಗಳನ್ನು ಕೇಳಲಿಲ್ಲವೇ, ಏತಕ್ಕೋಸ್ಕರ ಮಾಡಲಿಲ್ಲ? ಈ ವರ್ಷಕ್ಕಾಗಿ 6,28,66,000 ರೂಪಾಯಿಗಳನ್ನು ಕೇಳುತ್ತಿದ್ದೀರಿ. ಹೋದವರ್ಷಕ್ಕಿಂತ ಈ ವರ್ಷ ಎಂಟು ಲಕ್ಷ ರೂಪಾಯಿಗಳನ್ನು ಕಡಮೆ ಮಾಡಿದ್ದೀರಿ. ಏತಕ್ಕೋಸ್ಕರ? ಪ್ರೈಮರಿ ವಿದ್ಯಾಭ್ಯಾಸಕ್ಕಾಗಿ ಹುಡುಗರೇನಾದರೂ ಕಡಮೆಯಾಗಿದ್ದೀರೇ? ಪಂಚವಾರ್ಷಿಕ ಯೋಜನೆಯ ಪ್ರಕಾರ ಕಡ್ಡಾಯ ಶಿಕ್ಷಣವನ್ನು ಜಾರಿಗೆ ತರುವುದಕ್ಕೆ ಯಾವುದರಲ್ಲಾದರೂ ಏನಾದರೂ ಲೋಪವೂ ಷಗಳೂ ಇವೆಯೋ ಏನೋ ನನಗಂತೂ ಅರ್ಥವಾಗಲಿಲ್ಲ.

ಈ ವರ್ಷ ಪ್ರೈಮರಿ ಶಿಕ್ಷಣವನ್ನು ಹೆಚ್ಚು ಮಾಡಬೇಕೆನ್ನುವ ಯೋಜನೆ ಇದೆ. ಆದರೆ ಇದಕ್ಕಾಗಿ ಕೊಟ್ಟಿರುವ ಹಣ ಸಾಲದೇ ಇರುವಹಾಗಿ ಕಂಡು ಬರುತ್ತಿದೆ. ಹಣವೇನೇ ಆಗಲಿ ಕಡ್ಡಾಯ ಶಿಕ್ಷಣವನ್ನು ಆದಷ್ಟು ಹೆಚ್ಚಿಗೆ ಜಾರಿಗೆ ತರಬೇಕು ಎನ್ನುವ ಉದ್ದೇಶದಿಂದ ಹೇಳಬಯಸುತ್ತೇನೆ. ಮುಂದಿನ ವರ್ಷ ಕಡಮೆ ಮಾಡಬೇಕಾಗಿ ಬರಬಹುದೇನೋ, ಏಕೆಂದರೆ ವಿಧಾನಸಭೆ, ವಿಧಾನಪರಿಷತ್ತು ಮತ್ತು ಸಾರ್ವಜನಿಕ ಸಭೆಗಳಲ್ಲಿ Family Planning ಬಗ್ಗೆ ಚರ್ಚೆಗಳನ್ನು ಕೇಳಿಕೇಳಿ, ಮಕ್ಕಳಾಗಲೇ ಕೂಡದೆಂದು ಅಭಿಪ್ರಾಯ ಬಂದಿರುವಂತೆ, ಇನ್ನು ಶಿಕ್ಷಣಕ್ಕಾಗಿ ಇನ್ನೆರಡು ವರ್ಷಗಳೊಳಗಾಗಿ ಕಡಮೆ ಮಾಡಬಹುದೇನೋ, ಇಲ್ಲದಿದ್ದರೆ ಕಮ್ಮಿ ಮಾಡುವುದಕ್ಕೆ ಆಗುವುದಿಲ್ಲ, ಇದನ್ನು ಹೆಚ್ಚು ಮಾಡಬೇಕೆಂದು ನನ್ನ ಸಲಹೆ.

Grant-in-aid ಶಾಲೆಗಳನ್ನು ಕ್ರಮಕ್ರಮವಾಗಿ ಸರ್ಕಾರದವರೇ ವಹಿಸಿಕೊಂಡು ನಡೆಸತಕ್ಕದ್ದು ಒಳ್ಳೆಯದು. ಈಚೀಚೆಗೆ ಪಟ್ಟಣದಲ್ಲಿ ಈ ಶಾಲೆಗಳು ಪ್ರಯೋಜನವಾಗದೇ ಇರುವುದು ಗೊತ್ತೇ ಇದೆ ಎಂದು ಕೇಳುತ್ತಿದ್ದೇವೆ. ಪ್ರಾಥಮಿಕ ಶಾಲೆಗಳನ್ನು ಪಟ್ಟಣದಲ್ಲಿ ತರಬೇಕು ಎನ್ನುವ ನಿಯಮವನ್ನು ಹಾಕಿಕೊಳ್ಳಬೇಕು ಎಂದು ನಾನು ಇಲ್ಲಿ ಸಲಹೆ ಮಾಡಬಯಸುತ್ತೇನೆ. ಖಾಸಗಿ ಶಾಲೆಗಳಲ್ಲಿ ಅನಾನುಕೂಲ

ಬೆಳಕಿವಿದೆ ಎನ್ನುವುದು ಎಲ್ಲರಿಗೂ ತಿಳಿದೇ ಇದೆ. ವಿದ್ಯಾಭ್ಯಾಸ ಪ್ರಥಮ ಹಂತದಲ್ಲಿ ಅನಾನುಕೂಲವಾಗಬಾರದು. ನಣ್ಣ ಮಕ್ಕಳಿಗೆ ಲೋಸ್ಟರ್ ಪ್ರತಿಯೊಂದು ಶಾಲೆಯಲ್ಲಿಯೂ ಆಟದ ವಿಭಾಗ ದೊರೆಯಬೇಕು. ಇನ್ನು ಸೆಕೆಂಡರಿ ವಿದ್ಯಾಭ್ಯಾಸಕ್ಕಾಗಿ ಹೆಚ್ಚಿಗೆ ಹಣವನ್ನು ಒದಗಿಸಿರುವುದಕ್ಕಾಗಿ ಅಭಿನಂದಿಸಬೇಕಾಗಿದೆ, ಹಿಂದೆ ಶಾಲೆಗಳಲ್ಲಿ ಬೈಯೋಲಿಗಿಕ ಶಾಲೆಗಳಿಗಾಗಿ ಹೆಚ್ಚು ಐಚ್ಛಿಕ ವಿಷಯಗಳನ್ನು ಸೇರಿಸಿ ಇಂಥ ಐಚ್ಛಿಕ ವಿಷಯಗಳನ್ನು ಕಡ್ಡಾಯವಾಗಿ ಹೆಚ್ಚಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ತರಬೇತಿ ಕೊಡುವುದೊಳ್ಳೆಯದು, ಅದರಿಂದ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಯಾವುದೇ ಶ್ರಮಜೀವನದ ಕಷ್ಟ ಕೆಲಸಗಳಿಗೆ ಹೋದರೂ ಅಂತಹ ಕೆಲಸಗಳಿಗೆ ಕಷ್ಟವಾಗುವುದಿಲ್ಲ ಎನ್ನುವುದು ಮೂಡಬರುತ್ತದೆ.

ಎರಡನೆಯದಾಗಿ ಶ್ರೀಮತಿ ದುರ್ಗಾಬಾಯಿ ದೇಶಮುಖ್ ಅವರು ಹಣ್ಣು ಮಕ್ಕಳಿಗಾಗಿ ಹೆಸ್ಟೊಲುಗಳಲ್ಲಿ ಪ್ರತ್ಯೇಕವಾದ ಶಾಲೆ ಇರಬೇಕೆಂದು ಒಂದು ಪ್ರೇಷನಲ್ಲಿ ಹೇಳಿಕೆ ಕೊಟ್ಟಿದ್ದಾರೆ, ಈ ವಿಚಾರವನ್ನು ಗಮನಿಸಿ ಎಲ್ಲ ಕಡೆಗಳಲ್ಲಿಯೂ ಹಣ್ಣು ಮಕ್ಕಳಿಗಾಗಿ ಮೈಸೂರು ಸಂಸ್ಥಾನದಲ್ಲಿ ಶಾಲೆಗಳನ್ನು ತೆರೆಯಬೇಕೆಂದು ನನ್ನ ಸಲಹೆ.

ಶ್ರೀ ಸಿ. ಜೆ. ಮುಕ್ಕಣ್ಣಪ್ಪ (ಗುಬ್ಬಿ).—ಒಂದು ಕ್ಯಾರಿಫಿಕೇಷನ್. ಶ್ರೀಮತಿ ದುರ್ಗಾಬಾಯಿ ದೇಶಮುಖ್ ಅವರು ಬರೀ ಹಣ್ಣು ಮಕ್ಕಳಿಗಾಗಿ ಹೆಸ್ಟೊಲು ಎಜುಕೇಷನ್ ಕೊಡಬೇಕು, ರಾಜಕೀಯ ಮುಖಂಡರು ಹಣ್ಣು ಮಕ್ಕಳನ್ನು ಮುಂದಕ್ಕೆ ಬನ್ನಿ ಬನ್ನಿ, ಎಂದು ಹೇಳುತ್ತಾರೆ. ಒಂದು ಕಡೆ ಕೋ-ಎಜುಕೇಷನ್ ಕೊಡಕೂಡದೆಂದು ಹೇಳಿದರೆ ಹೇಗೆ?

ಶ್ರೀಮತಿ ರತ್ನಮ್ಮ ಮಾಧವರಾವ್.—ವಿಷಯವನ್ನೆಲ್ಲ ತಿಳಿದುಕೊಂಡು ಹೇಳಿದ್ದಾರೆ, ನೀವು ಒಂದೇ ಇದ್ದರೆ cuttings ಇವೆ. ಆದರೆ ಅದನ್ನು ಇಲ್ಲಿ ಒದಲು ಟೈಮ್ ಇಲ್ಲ.

ನಮ್ಮ ಫೆಸ್ತನಾನ್ಸ್ ಮಿನಿಸ್ಟರೂ ಇಲ್ಲದಾರೆ, ಈಗ ನಮ್ಮಲ್ಲಿ ಬಿಲ್ಡಿಂಗ್ ಗ್ರಾಂಟುಗಳೆಂದು ಸ್ಕೂಲುಗಳಿಗಾಗಿ ಕೊಡುತ್ತಾರೆ, ಸ್ಕೂಲುಗಳಿಗಾಗಿ ಏನಾದರೂ ಕಟ್ಟಡ ಬೇಕಾದರೆ ಅಲ್ಲಿ ಕಟ್ಟುತ್ತಾರೆ, ಎಲ್ಲ ಆಗುತ್ತದೆ. ಆದರೆ ಈ ಪ್ರೇಷರು ಎರಾ ಡಿಪಾರ್ಟ್‌ಮೆಂಟಿನಲ್ಲಿ ಒಡಾಡಿಬಿಟ್ಟು ಫೆಸ್ತನಾನ್ಸ್ ಡಿಪಾರ್ಟ್‌ಮೆಂಟಿಗೆ ಹೋಗುತ್ತಾ ಎಂದರೆ ಏನಾಗಿ ಹೋಗುತ್ತದೆ ಯೋ ಒಂದೊಂದು ಅರ್ಥವಾಗುವುದಿಲ್ಲ. ಈ ಫೆಸ್ತನಾನ್ಸ್ ಡಿಪಾರ್ಟ್‌ಮೆಂಟಿನಲ್ಲಿ ಏನಾದರೂ ಭೂತ ಇದೆಯೇ ಅಲ್ಲದವರು ನಮ್ಮಂತಹವರೇ ಆಗಿದ್ದರೂ ಈಚೆಗೇ ಬರುವುದಿಲ್ಲ. ಉದಾಹರಣೆಗಳೂ ಇವೆ, ಏನುಬೇಕಾದರೂ ಕೊಡುತ್ತೇನೆ. ಇದನ್ನು ಮಾತ್ರ ಜಾಗ ತೆಯಾಗಿ ಬರುವಂತೆ ಮಾಡಿ. ಕೆಲಸಕಾರ್ಯಗಳು ಬೇಗನೆ ನಡೆಯುವುದಕ್ಕೆ ಏರ್ಪಾಡು ಮಾಡಬೇಕೆಂದು ನಾನು ಕೇಳಿಕೊಳ್ಳುತ್ತೇನೆ. ಸ್ಕೋರ್ಚ್ ಗ್ರಾಂಟುಗಳನ್ನು ಮಂಜೂರು ಮಾಡಿಕೊಡುವ ವಿಷಯವಾಗಿ ಕೂಡ ಹೇಳಬೇಕು; ಆಗಾರರು ಹೊರಗಡೆಗೆ ಹೋಗಬೇಕೆಂದು ಗ್ರಾಂಟುಗಾಗಿ ಅರ್ಜಿಯನ್ನು ಕೊಟ್ಟರೆ ಹೊರಡುವವರೆಗೂ ಅವರು ಬರುವುದಿಲ್ಲ, ಸಲಸಲವೂ ಹೀಗೆ ಆಗುತ್ತದೆ, ಅಮೇಲೆ ಆಗಾರರು ಸಾಲವೋ ಸೋಲವೋ ಮಾಡಿ ಹೋಗುತ್ತಾರೆ. ಅಲ್ಲದೆ ಬಂದು ಎಷ್ಟು ದಿವಸಗಳಾದರೂ ಗ್ರಾಂಟುಗಳು ಬರುವುದಿಲ್ಲ. ಲ್ಯಾಪ್ಸ್ ಆಗುತ್ತದೆಯೋ ಏನೋ ಗೊತ್ತಾಗುವುದಿಲ್ಲ. ಆದ್ದರಿಂದ ಕೊಟ್ಟಿರುವ ಗ್ರಾಂಟುಗಳು ಸರಿಯಾದ ರೀತಿಯಲ್ಲಿ ಬರುವಂತೆ ಏರ್ಪಾಡು ಮಾಡಬೇಕೆಂದು ಕೇಳಿಕೊಳ್ಳುತ್ತೇನೆ, ಟೀಚರುಗಳ ವಿಚಾರ ಹೇಳ

(ಶ್ರೀಮತಿ ರತ್ನಮ್ಮ ಮಾಧವರಾವ್)

ಬೇಕಾಗಿದೆ. ಮಿ ಡಲ್ ನ್ಯೂಲಿಗೆ ಬರುವವರು S.S.L.C. ಮಾಡಿಕೊಂಡು ಸೇರುತ್ತಾರೆ. ಆದರೆ ಗ್ರಾಂಜುಯೇಟುಗಳಾಗಿರುವವರು ಎಷ್ಟೇ ದಿವಸಗಳಿಂದ ಇದ್ದರೂ ಅವರಿಗೆ ಗ್ರಾಂಜುಯೇಟುಗಳ ನಂಬಳ ಸಿಕ್ಕಿರುವುದೇ ಇಲ್ಲ. ಒಂದೆರಡು ವರ್ಷದಿಂದ ಈ ಕಾರ್ಯಕ್ರಮ ನಡೆದು ಪಿ.ಎಸ್.ಸಿ.ಗೆ ಕೂಡ ತರನೋವು ಆಗಿ ಏನನ್ನು ಹೇಳುವುದಕ್ಕೂ ಸಾಧ್ಯವಿಲ್ಲವಾಗಿದೆ. ಪಿ.ಎಸ್.ಸಿ.ಗೆ ಯಾರು ನೇಮಕಮಾಡಿದರೋ ನನಗಂತೂ ಅರ್ಥವಾಗುವುದಿಲ್ಲ. ಜಿಲ್ಲೆಗಳಾಗಿರುವವರನ್ನು ಬಂದಿತು P.S.C.ಗೆ ಹಾಕಬಾರದು. ಕೋರ್ಟಿನಲ್ಲಿ ಅಪರಾಧಿಗಳಿಗೆ ಶಿಕ್ಷೆ ಕೊಟ್ಟು ಕೊಟ್ಟು ಅವರ ಹೃದಯ ಎನ್ನುವುದು ಕಗ್ಗಲಾಗಿರುತ್ತದೆ. ಏನಾದರೂ ಕೂಡ ಕರುಣಾರಸ ಎನ್ನುವುದು ಹರಿಯುವುದೇ ಇಲ್ಲ. ಯಾವ ರೀತಿ ಮಾಡುತ್ತಾರೋ ನನಗಂತೂ ಅರ್ಥವಾಗುವುದಿಲ್ಲ. ಇದು ಹೇಗಿದೆ ಎಂದರೆ ಚಿದಂಬರ ಹಸ್ಯವಾಗಿರುತ್ತದೆ. ಈ P.S.C.ಯಲ್ಲಿ 536 ಜನರ ಲೆಕ್ಕವಿರುವುದನ್ನು ಹೊರಡಿಸಿದ್ದರು. ಎಲ್ಲ ಟಿಚರುಗಳಿಲ್ಲವೋ ಅಲ್ಲಿಗೆ ಅವರನ್ನು ಕೊಡಬೇಕೆಂದು ಕೇಳಿದರೆ, ಒಂಟರನ್ನೂ ಕರೆದಿದ್ದೇವೆ ಎಂದು ಹೇಳುತ್ತಾರೆ. ದುರದೃಷ್ಟವಶಾತ್ ಕೇವಲ ಕೆಲವೇ ಮಂದಿ ಉಳಿದು ಕೊಂಡಿರುತ್ತಾರೆ. ಇನ್ನೊಂದು ಲೆಕ್ಕ ಮಾಡಿ ಹೊರಡಿಸುವ ಹೊತ್ತಿಗೆ ಅವರ ಅಧಿಕಾರದ ಅವಧಿ ಮುಗಿದು ಹೋಗುತ್ತದೆ. ಅವರ ಆಯ್ಕೆಯನ್ನು ಕೂಡ ಮುಗಿದು ಹೋಗುತ್ತದೆ ಇನ್ನೊಂದು ಜನರಲ್ ಲಿಸ್ಟ್ ನಾದರೂ ಜಾಗೃತ ಹೊರಡಿಸಬೇಕೆಂದು ಸರ್ಕಾರದ ಗಮನವನ್ನು ಸೆಳೆಯುತ್ತೇನೆ.

12-13 ವರ್ಷ ಸರ್ವಿಸ್ ಆದವರು ಕೆಲವರೇ ಉಳಿದು ಕೊಂಡಿರುತ್ತಾರೆ. ಇವರ ವಿಷಯ ಫೈನಾನ್ಸ್ ಡಿಪಾರ್ಟ್‌ಮೆಂಟಿನಲ್ಲಿ ಸೇರಿ ಕೊಂಡಿರಬೇಕೆಂದು ಕಾಣುತ್ತದೆ. ಅದು ಈಚೆಗೆ ಬಂದಿಲ್ಲ. ಯಾವಾಗ ಬರುತ್ತದೋ ಗೊತ್ತಿಲ್ಲ. ವಿದ್ಯಾ ಮಂತ್ರಿಗಳು ಇದಕ್ಕೆ ಗಮನಕೊಟ್ಟು ಈಚೆಗೆ ತರಿಸಬೇಕು ಎಂದು ಬನ್ನವಿಸಿಕೊಳ್ಳುತ್ತಿದ್ದೇನೆ. ಮಿಡಲ್ ನ್ಯೂಲಿನಲ್ಲಿರುವ ಗ್ರಾಂಜುಯೇಟುಗಳಾಗಿರುವವರಿಗೆ ಕೋರ್ಟಿನವರೇ ಏ ಗ್ಯಾಂಪಿನರ್ ಪಿಪ್‌ಗಳನ್ನು ಕೊಡುತ್ತಿದ್ದರು. ಈಗ ಈ ಗ್ರಾಂಜುಯೇಟುಗಳಿಗೆ ಕೊಡಕೂಡದು ಎಂದು ಈಸಲ ಮಾಡಿದ್ದಾರೆಂದು ತಿಳಿದುಬಂದಿದೆ. ಇವರೂ ಕೂಡ ಗ್ರಾಂಜುಯೇಟುಗಳಾಗಿರುತ್ತಾರೆ. ಇವರಿಗೇ ತಕ್ಕ ಕೊಡಕೂಡದು! ಇವರಿಗೂ ಕೊಡುವಂತೆ ಮಾಡಬೇಕೆಂದು ನಾನು ಮತ್ತೆ ತಮ್ಮಲ್ಲಿ ಕೇಳಿಕೊಳ್ಳುತ್ತೇನೆ. ಮುಖ್ಯವಾಗಿ D.P.I., Education Secretary ಯವರು ಮತ್ತು ಈ ಡಿಪಾರ್ಟ್‌ಮೆಂಟಿನಲ್ಲಿ ಕೆಲಸ ಮಾಡುತ್ತಿರುವ ಅಧಿಕಾರಿಗಳು ದಕ್ಷವಾಗಿ ಕೆಲಸ ಮಾಡುತ್ತಿದ್ದಾರೆ. ಆದರೆ ಇವರ ಅಭಿವಿನ್ಯಾಸ ಹೇಳುವುದು ಒಡಾಡು ಮಾತ್ರವಿಧಾನವಾಗಿದೆ. ಅದೇತದವರು ಏನಾದರೂ ಪ್ರತಿಬಂಧಕ ಮಾಡುತ್ತಿದ್ದಾರೆಯೇ? ಏಕೆ ಹೇಳುವುದು ಒಡಾಡುವುದಿಲ್ಲ ಎಂದು ಗಮನವಿಟ್ಟು ನೋಡಿದರೆ ಏಕೆ ಬರುವುದಿಲ್ಲ ಎನ್ನುವುದು ಗೊತ್ತಾಗುತ್ತದೆ, ಇದನ್ನು ಜಾಗೃತ ಬರವಂತೆ ಮಾಡಬೇಕು ಎಂದು ನಾನು ಕೇಳಿಕೊಳ್ಳುತ್ತೇನೆ.

ಇನ್ನು ಒಬ್ಬ ಮಾನ್ಯ ಮಿತ್ರರು ಹೇಳಿದರು. ಒಬ್ಬ ಅಧೀನವರ್ ಡೈರೆಕ್ಟರ್‌ಅವರನ್ನು ಬೇರೆ ಇರುವಂತೆ

ಮಾಡಬೇಕೆಂದು ಹೇಳಿದರು. ಒಬ್ಬರಿಂದಲೇ ಎಲ್ಲ ಕೆಲಸಗಳನ್ನು ಮಾಡಲು ಸಾಧ್ಯವಿಲ್ಲ. ಅದಕ್ಕೋಸ್ಕರ ಇಬ್ಬರಿದ್ದರೆ ಒಳ್ಳೆಯದು. ಬೇಗಬೇಗ ಕಾಗದಗಳು ಬರುವುದಕ್ಕೆ ತಕ್ಕಹಾಗೆ ಅವರಿಗೆ staff ಕೊಡಿ. ಆದ್ದರಿಂದ ಈ ರೀತಿಯಾಗಿ ಬೇರೆ ಪ್ರತ್ಯೇಕವಾಗಿ ಒಬ್ಬ ಡೈರೆಕ್ಟರನ್ನು ಕೊಟ್ಟರೆ ಕೆಲಸಗಳು ಜಾಗೃತ ನಡೆಯುತ್ತವೆ ಎಂದು ಹೇಳುತ್ತೇನೆ.

ಅಮೇರಿಕ ಸಂಗೀತದ ಉಪಾಧ್ಯಾಯರುಗಳಿಗೆ ಸಹಾ ಸರಿಯಾದ ಸ್ಥಾನವಿಲ್ಲ, ಅವರಿಗೆ ಕೊಡುತ್ತಿರುವ ನಂಬಳ ಏನೇನೂ ಸಾಲದು, ಅವರಿಗೆ ಹೆಚ್ಚಿನ ನಂಬಳಗಳನ್ನು ಮಾಡಿ ಕೊಡಬೇಕೆಂದು ಕೇಳಿಕೊಳ್ಳುತ್ತೇನೆ. ಕಾಲೇಜುಗಳಲ್ಲಿ ಪರೀಕ್ಷೆಯನ್ನು ಮುಂದಕ್ಕೆ ಹಾಕಬೇಕು, ಪರೀಕ್ಷೆಗೆ ಹಿಂಜರಿ ಇಲ್ಲ ಎಂದು ಕೇಳುತ್ತಿದ್ದಾರೆ. ಏಕೆ ಕೇಳುತ್ತಾರೆ ಎನ್ನುವುದನ್ನು ಸರಕಾರ ಗಮನಕ್ಕೆ ತೆಗೆದುಕೊಳ್ಳಬೇಕಾಗಿದೆ. ಅಲ್ಲಿ ಸರಿಯಾದ ಲೆಕ್ಕರರುಗಳು ಇಲ್ಲ. Full portions ಪರೀಕ್ಷೆಯ ಹೊತ್ತಿಗೆ ಪೂರ್ತಿಯಾಗಿರುವುದಿಲ್ಲ. ಹೀಗಾಗಿ ಆಗಿಂದಾಗ್ಗೆ ಕೇಳುತ್ತಾರೆ. ಎಲ್ಲರೂ ಶ್ರೀಮಂತರೇ ಆಗಿರುವುದಿಲ್ಲ, ಇರುವವರು 50-100 ರೂಪಾಯಿಗಳಷ್ಟು. ದುಡ್ಡು ಕೊಟ್ಟು ಪಾಠ ಹೇಳಿಸಿಕೊಳ್ಳಬಹುದು ಇದನ್ನೇ ಗಮನಕ್ಕೆ ತೆಗೆದುಕೊಂಡು ಎಷ್ಟೋ ಜನ ಸಾಲವನ್ನು ಮಾಡಿ ಪರೀಕ್ಷೆಯಾಗುವುದಕ್ಕೆ ಮೊದಲೇ ಲೆಕ್ಕರರುಗಳನ್ನು ನೋಡಿ ಪೂರ್ವವನ್ನುಗಳನ್ನು ಮುಗಿಸಿಕೊಳ್ಳುತ್ತಾರೆ. ಹೀಗೆ ಲೆಕ್ಕರರುಗಳನ್ನು ಪರೀಕ್ಷೆಗೆ ಮುಂಚೆಯೇ ನೇಮಿಸಿ ಎಲ್ಲ ಪಾಠಗಳನ್ನೂ ಪೂರ್ತಿಯಾಗಿ ಮಾಡಿಕೊಟ್ಟರೆ ಮಕ್ಕಳ ವಿದ್ಯಾಭ್ಯಾಸಕ್ಕೆ ಅನುಕೂಲವಾಗುತ್ತದೆ ಎಂದು ನಾನು ಹೇಳುತ್ತೇನೆ.

ಇನ್ನು ವಿಶ್ವವಿದ್ಯಾಲಯಕ್ಕೆ ಗ್ರಾಂಟನ್ನು ಕೊಡುವುದನ್ನು ಸ್ವಲ್ಪ ಜಾಗೃತ ಕೊಟ್ಟುಬಿಡಿ, ಹೆಚ್ಚಾಗಿ ಮಾಡಿಕೊಡಿ. ನಮ್ಮ ಸರಕಾರ ಕೊಡಬೇಕಾಗಿರುವ ಗ್ರಾಂಟನ್ನು ಜಾಗೃತ ವಿಶ್ವವಿದ್ಯಾಲಯಕ್ಕೆ ಕೊಡಬೇಕೆಂದು ಕೇಳಿಕೊಳ್ಳುತ್ತೇನೆ.

ಇಷ್ಟು ಮಾತನಾಡಲು ಅವಕಾಶ ಕೊಟ್ಟಿದ್ದಕ್ಕಾಗಿ ಅಧ್ಯಕ್ಷರನ್ನು ವಂದಿಸಿ ನನ್ನ ಈ ನಾಲ್ಕು ಮಾತುಗಳನ್ನು ಮುಗಿಸುತ್ತೇನೆ.

Sri C. M. ARUMUGHAM (K.G.F.)—Till what time are we sitting today, Sir?

Mr. DEPUTY SPEAKER.—Till 6 o'clock.

Sri B. R. SUNTHANKAR (Belgaum City).—Mr. Deputy Speaker, Sir, the Hon'ble Member from my district, Sri B. G. Khot, was soaring on a higher plane, rather a spiritual plane. Perhaps he wanted to spiritualise the whole system of education. But myself being a common man, a worldly man, I will come to matters mundane.

Here, in this House, we are often accused of harping on the same theme, on the same issue, on the same problem, on the same grievances, namely, the border problems.

Mr. DEPUTY SPEAKER.—You will be talking about education and not about the border issue.

Sri B. R. SUNTHANKAR.—Situated as we are, we are helpless. We cannot help it and we, the members of the Maharashtra Ekikaran Samithi, are doing it as a matter of duty; because our electorate have sent us here only for that purpose. We are here with the mandate of our people. Whenever and whatever we speak it is the voice of our people whom we represent here.

Sri J. H. SHAMSUDDIN.—So is the case with every member.

Sri B. R. SUNTHANKAR.—On the last two occasions at the time of the Education Demand, I raised certain grievances of my area, particularly the Marathi Area to show how the Maharashtrians in the border area have to suffer severe handicaps in the field of education. Last year, speaking on the Education Demand, I said:

“Our Marathi schools are treated in a step-motherly fashion. Distinction is made between Marathi and Kannada schools. Marathi schools are neglected. They are understaffed. Marathi schools are not provided with adequate number of teachers in spite of repeated demands from the schools as well as from the public.”

Again I said:

“Complaints that all the circulars and notifications and even school maps provided for the Marathi schools in our area are invariably in Kannad and the requests of the teachers that they may be supplied in Marathi have been turned down and the teachers are warned that they must learn Kannad or quit their jobs.”

Sri H. M. CHANNABASAPPA.—Have you decided to stay here?

Sri B. R. SUNTHANKAR.—Since then, a year has passed by and there has been no change in the situation. Things stand where they were last year. Before coming to specific grievances, I wish to submit to this House that in the field of education as well as in the academic field, the States Reorganisation has adversely affected the Marathi population in the border areas. We are

going to suffer heavily. We are faced with very severe handicaps. Our difficulties are inherent in the situation. I want the Hon'ble Members of this House to appreciate this fact. The field of education involves our Marathi language and its development and the career of our boys. Our regional cultures centre round our languages. The flowering and the growth of a culture depends upon the growth and development of language and literature. So for the healthy growth of our language and for the healthy growth of our literature and culture, our area must be integrated with Maharashtra. That is very essential. I am not trying to raise any bogey here. I do not wish to raise a false alarm, but I wish to state a reality.

In the first place, by cutting our areas from Maharashtra, we are reduced to the status of an ineffective minority and then we are asked to remain contented with the rights of a minority. Is it ever possible for a population enjoying and entitled to enjoy the facilities and privileges of a majority to remain satisfied and contented with the crumbs of minority rights? That is my question. We feel insulted at the very words ‘Minority Rights’. I do not like it and my people do not like it.

Sri ANNA RAO GANAMUKHI.—You are not the only minority; there are other minorities also.

Sri B. R. SUNTHANKAR.—But our case is different from that of other minorities. We belong to Maharashtra where we are in a majority and we are cut off from the majority and thrust into this State to be an insignificant minority.

Sri H. M. CHANNABASAPPA.—Similarly, there are Teiugu people in Kolar District who form a majority, but on the whole they are a minority.

Sri B. R. SUNTHANKAR. They may speak for themselves. I am here to speak for my people. I should like to ask what the Government is going to give by way of minority rights. Nothing new or nothing more. On the contrary, they will take away from us what we really have. Our area is purely a Marathi area. Marathi has predominance in our education. Maharashtrian

(SRI B. R. SUNTHANKAR)

literature, Maharashtrian culture, Maharashtrian history and Maharashtrian traditions have been playing a prominent role in the education of our boys, but hereafter that is all going to be upset. In the new curriculum Marathi and all that brings with it will have a very minor role. Our language, our history, our traditions—all these things will have a very minor role in the new curriculum.

Sri ANNA RAO GANAMUKHI.—In the Marathi area you will have the same curriculum.

Sri B. R. SUNTHANKAR.—It will not have a prominent role as in Maharashtra.

An HON'BLE MEMBER.—Our culture must be Indian culture.

Sri B. R. SUNTHANKAR.—I do admit that, but within that Indian culture there are regional cultures. As there is a separate regional culture of Karnatak there is also a separate regional culture of Maharashtra. Kannad is going to be imposed upon our boys from the IV Standard according to the new curriculum. Kannad will be made a compulsory language. That is going to be a heavy burden on the brains of our boys. How many languages are they going to learn? We must learn Marathi which is our mother tongue. English is a language of knowledge and science and our boys must learn it. Hindi is the national language and so our boys must also learn it. Then there is a second language which may be either Sanskrit or Persian or some other language which our boys must learn. In addition to these, our boys will have to learn a fifth language, namely, Kannad. This is going to be a heavy burden on the brains of our youngsters. Under these circumstances, Marathi language is bound to suffer.

As far as minority rights are concerned, they will never satisfy my people. They will not meet our vital needs. The Chief Minister and the Education Minister can very well appreciate the situation in which we are placed.

5-30 P.M.

because the Hon'ble the Chief Minister comes from the old Jamkhadi State

which was formerly ruled by a Marathi prince. There also the court language and the official language was Marathi and the people were Kannada people.

Sri SHARAN GOWDA.—But actually the people of Jamkhadi speak Kannada and it is Kannada area.

Sri B. R. SUNTHANKAR.—Even in Hyderabad, a Muslim king was the Ruler and the language of the state was Urdu, neither Kannada nor Marathi nor Telugu.

Sri SHARAN GOWDA.—Alamgir ruled over India!

Sri B. R. SUNTHANKAR.—The Hon'ble Member is mistaking me. What I am saying is that Kannada language and Kannada culture suffered in the princely State of Jamkhadi. Similarly, in the old State of Hyderabad where Urdu was the official language, Kannada culture suffered. I am bringing this fact to the notice of both the Hon'ble Chief Minister and the Education Minister who are in a position to appreciate our point.

After the General Demand, I will come to specific grievances and the manner in which the Marathi education and Marathi institutions have suffered badly in the State. Our experience is that in our own areas the working of the Education Department is clearly and distinctly anti-Marathi—excuse me, Sir, I have to express it in that way. I quote certain instances.

The primary school at Mangsuli in Athani Taluk—this is a place which has the privilege of returning two Hon'ble Members to this House. It is predominantly Marathi—the area is predominantly Marathi, contiguous, compact Marathi area. That school has got a strength of 317 boys and it requires according to rules at least 9 teachers. But there are only 7 teachers. The management and the public there are demanding more teachers. They are not getting them.

Then there is another Harijan school at the same place which is called in our areas as school No. 10. There are 100 boys in that Marathi school. The Hon'ble Member Sri Talwalkar knows it. He comes from that place.

Sri ANNA RAO GANAMUKHI.—Recently we have sanctioned some additional staff.

Sri B. R. SUNTHANKAR.—There is only one teacher for that school which has 100 boys on its rolls. Their demand for the supply of more teachers is not complied with by the Department. The ADEI, the Inspecting officer, seems to be rather notorious for his anti-Marathi attitude and anti-Marathi bias. And when the ADEI visited the school and the management asked for more teachers...

Sri ANNA RAO GANAMUKHI.—Harsh words break no bones!

Sri B. R. SUNTHANKAR.—That ADEI threatens the management by saying 'Convert the school into Kannada school and you will be given more teachers'. 'Do not increase the attendance of the school'.

There is one more instance from my taluk. My Hon'ble friend, Sri N.O. Samaji has lodged a complaint against certain ADEI long back. But contrary is the attitude to the Kannada school at Mangsuri. That school has got 95 boys and there are three teachers. According to rules for every 40 boys, there must be one teacher. But this school, having 95 boys has three teachers of whom one is an English teacher. Whereas in the case of the Marathi primary school which had an English teacher, this teacher was removed in April 1958 and for nearly 10 months, there was no English teacher in that school. After repeated complaints, and very recently, I am told that an English teacher has been posted there. But that English teacher comes from a neighbouring school at Vishnuwadi and that neighbouring school is deprived of its English teacher.

I can multiply such instances, Sir. Another instance is the village near Belgaum, i.e., Angol. That school has a full Marathi primary school, but the number of teachers is not adequate. Even after repeated complaints to the District School Board, we are not given additional teachers. But the Kannada school which was very recently started, has got more than adequate number of teachers.

Sri ANNA RAO GANAMUKHI.—Recently we have sanctioned additional teachers for that school.

Sri B. R. SUNTHANKAR.—If the time comes and if we get better experience, I am open to correction.

Marathi schools are converted into Kannada schools. *Bilekundri* in Belgaum taluk and Kempwad and kusnal in Athni taluk are instances, where Marathi schools were converted into Kannada schools.

Sri ANNA RAO GANAMUKHI.—Please give names.

Sri B. R. SUNTHANKAR.—They are past instances—not in your regime. But I gave a recent instance.

Bhuttaramhatti Marathi school was converted into Kannada school.

There are three private primary Marathi schools in Belgaum city.

They have been requesting for the last two years to be merged in the Municipal School Board. The necessary sanction is not yet given by the Government. I represented the matter to the former Minister as well as the former Deputy Minister. But the Government has not met with the demand.

Even in the case of admission of boys, our boys find it very difficult to get admission to higher courses such as medical and engineering courses. I will quote two instances. Two boys from the Rani Parvathi Devi College got first class in Inter-Science. They wanted admission to the Medical College of the Karnatak University. They could not get it because it was stated, Sir, that they came from Bombay State. Their domicile was Bombay. That is why the Karnatak University refused them admission; and in the Bombay State, they could not get admission for these courses, because they passed from the Karnatak University. So, nowhere our boys can get admission to higher courses. There is a saying in Marathi:

“ಅಯ್ಯ ಜೇವೂ ಘಾಲಿನಾ ಆಣಿ ಬಾಪ್ ಭೀಕ್
ಮಾಗೂ ದೇಯ್ದಿನಾ”

The mother does not serve her son with food and the father does not allow him to beg. What has the son to do? That is the lot of our boys in our areas. Now about the Vadagaon Training College. This institution is

(SRI B. R. SUNTHANKAR)

doing splendid work and it is catering to the needs of the Marathi schools in Belgaum and Karwar districts. Formerly it was catering to the needs of Kolhapur and Ratnagiri districts in the Bombay State. It appears that the Department is out to destroy this institution because the department is asking the institution to close its P.S.C. class. That is going to be a hardship to the pupils there.

One more fact is that the students from Belgaum, about 20 trainees, were deputed to Jamkhandi College for primary training. It is a peculiar instance and I hope the Hon'ble Minister for Education will give his due attention to this matter. 20 Marathi trainees were deputed to Jamkhandi college when there was a college at Belgaum. Jamkhandi College is a Kannada Primary Training College and there are no adequate facilities to train the Marathi trainees. Instead of taking much time of the House I will only read an extract from a representation made in this behalf. "The Mysore Education Department all of a sudden started one class for Marathi S.S.C. passed teachers and admissions in that class were being made till October 1958. Till August the Professors and the Principal of the College did not know the course in which the teachers were to be trained. The students did not know what text books they were to read. Professors able to teach in Marathi were not appointed till September. The students were asked to attend Kannad Classes and to write the papers in Marathi". This is the lot of our Marathi people in our area.

The R.P.D. college is clamouring for the last seven years to get affiliated to Poona University. For the healthy growth of the institution as well as education of our Marathi boys, it is very essential that this College should be allowed to be affiliated to the Poona University. That is the demand of our Marathi people. But, the Government has been refusing to get the College affiliated to Poona University. The Former Chief Minister assured us that he would very soon take a decision in

respect of affiliation and the Union Home Minister whom we have to approach very often gave us to understand that permission for affiliation was already given. So, we were kept under that impression. We were also assured that permission for affiliation would be given as early as possible. More than an year has passed but that permission has not been given. The memorandum prepared by the Central Government in respect of safeguards for linguistic minorities clearly states that in matters of such affiliations there should be no difficulty. That is what the Central Government states in its memorandum. I urge upon the Government to consider this case and allow this college to be affiliated to the Poona University.

†Sri Y. M. GORPHADE (Sandur).—Mr Speaker, I crave the indulgence of the House for making what I might say, my initial remarks in this august Assembly especially since I happen to be the last speaker and I can see most members are eager to go home and take rest. I should confine my observations this evening to a few things like planning and priority in the educational programme of our State and also make certain suggestions with regard to the problem of wastage and stagnation which have not been so far touched in the educational debate as well as a few problems of incentives in education. As Hon'ble Members are aware, our concept of compulsory education in this country does not involve any element of compulsion since we do not contemplate any punitive measures. We should depend solely on extra educational incentives that we provide. On that depends the success of our educational programme. The Constitution provides that we should provide free education to all the children before the end of the Second Five-Year Plan. Because of the various difficulties and want of resources it has been able to do so and now the target has been cut down to provide educational facilities for all children between the ages 6 and 11 years by the end of the Third Five-Year Plan. In our State of Mysore it is anticipated that there will be 29 lakhs of children

in this age group by the end of Third Five-Year Plan and it is expected that about 21 lakhs of children in the age group of 6 and 11 years would be provided with educational facilities by the end of the Second Five-Year Plan leaving 8 lakhs of children to be dealt with in the Third Five-Year Plan. I am mentioning these figures because providing compulsory educational facilities does not merely mean providing a primary school within one mile radius. That seems to be the concept at present. But providing these schools with all adequate facilities to cope with the demands and providing adequate incentives so that attendance will be good enough for us to justify that compulsory education, are necessary. Compulsory education does not involve any punitive measures. I once again submit that these targets must be very clear in our minds especially when basic education targets are very nebulous. We do not really know what that target is so far as basic education is concerned and what is going to be the output in that major target of providing primary education for all children.

While supporting the demand for Education, I wish to say that the adequacy of the demand asked for this year or in years to come under the Second and Third Five-Year Plans will have to be judged by the priority we attach to this target of providing primary education to six to eleven year age group by the end of the Third Five-Year Plan in relation to the sources and in relation to our developmental requirements in our State. I may say, Sir, that primary education will extend by fifty per cent in the Third Five-Year Plan period. As we know from the experience of our neighbouring State of Madras, the expenditure on education anticipated by the end of the Third Five-Year Plan is about ten crores as against six crores this year. That is an increase of about 66 per cent on primary education alone. I am sure that the Hon'ble Minister for Education has taken into account this increase in expenditure that will take place if we are to fulfil this specific target. We also have to keep

in mind that Central assistance from the Government of India will cease by the end of the Second Five-Year Plan and that would probably increase our difficulties. I also wish to bring to the notice of the House and make the point clear that Central assistance as it is being given today depends on the relative backwardness of different States being measured by the percentage of students who are attending schools. I appeal that the same principle must be followed by the Hon'ble Minister for Education in distributing whatever resources are available in Mysore internally district-wise. That to my mind is a matter of great social justice or injustice as the case may be, because I wish to point out that in our State the percentage of education in relation to the age group of six to eleven years is 63 per cent. But if you take the percentage of education in this age group in the Bidar, Gulbarga, Raichur and Bellary Districts, it is only 35, whereas in the other regions of Mysore State, the percentage of school children in this age group of six to eleven is in the neighbourhood of 80. Therefore when there is such glaring differences to be found in the percentage of attendance of school children in the age group of six to eleven,—35 per cent in the Bidar, Gulbarga, Raichur and Bellary regions as against 80 and even more in all the other regions,—I am sure the Government will keep in mind that special educational facilities must be given in this region in order to maximise social justice in the distribution of educational grants.

About basic education, it is not clear to me at least as to what exactly is the priority that has been created for basic education in relation to the programme of compulsory education and primary education. Well, it is not clear what exactly is meant by basic education. If I have understood correctly, due to several inherent difficulties, lack of adequate trained teachers etc., the concept of basic education has in practice been diluted in varying forms. Sometimes it means the re-orientation of the existing schools; sometimes it means the new

(SRI M. Y. GHORPADE)

type of basic schools, sometimes the over-fledged basic schools and sometimes the less fledged basic schools. But what is the concept of basic education—I feel it is better that it is clarified. I also feel for what is happening in Mysore in introducing basic education today. Only certain areas are thrown open for the introduction of basic education, may be for good reasons, because of greater facilities. But I believe that the priority of basic education in relation to primary education must be fixed, and after that, the State should be willing to introduce it in all the areas of the State. I fail to understand why there is no basic education training centre in my district of Bellary. It has been contemplated in the last two or three years and still there is not a single basic education training centre. Only yesterday the Union Minister for Education said in the Parliament that if the basic education programme of re-orientating all the primary schools by the end of the Second Five-Year Plan is to be fulfilled the basic education training centres will have to be set up in every tahsil or in every taluka. Such being the case it stands to reason that, if we have to make any reasonable headway regarding basic education, all the district headquarters must forthwith be granted basic teachers' training centres. Therefore the claim of Bellary which I put forth, not due to any reason of local patriotism or of parochial outlook, but only as a matter of necessity, will have to be considered.

Sri G. N. PUTTANNA (Tumkur).—Is there any increase in the percentage of education in Bellary after integration of that district with Mysore?

Sri M. Y. GHORPADE.—For the last one year efforts have been made and a certain number of primary schools are started. But it does not solve the problem which I have already put forth that it is 35 per cent as against 80 per cent. These are the latest figures. Still the problem remains.....

Sri G. VENKATAI GOWDA (Palaiyam).—Do you mean to raise the point—because some regions have only 35 per cent as against 80 per cent in

other regions, there should be a standstill in the other regions?

Sri M. Y. GHORPADE.—I have relatively shown the position, and I say relatively more help should be given. The Government of India have accepted that principle in giving aid to States. I do not see the reason why more grants for backward areas in this respect should not be given and why special attention should not be paid while distributing grants or while planning the educational programme for the next five years to come.

About basic education, I am sorry to state that no headway has been done particularly in my own district of Bellary though there are a large number of schools in Bellary and Sandur which have got Bhudan lands. I personally feel that schools having Bhudan lands should be given priority in choosing schools which should be converted as basic schools. What is more—I am not stating this in a spirit of local patriotism—I am proud to say that every school in Sandur today, in my firka, has ten acres of good land that has been donated to the school by the public. I say this with a certain amount of pride. But still none of those schools has been made basic nor has any use been made of that land. The yield from that land could have been treated as the contribution of that village for the midday meal and Government could have given its share and all the attendance would have gone up by fifty per cent. If only in the last two years, the yield from those lands had been considered to be the contribution from that village and Government had introduced.....

Sri G. N. PUTTANNA.—The Hon'ble Member has stated that every school has a certain amount of land and it has been yielding for the last two years. May I know what has happened to that yield?

Sri M. Y. GHORPADE.—I do not know. It belongs to Government. We do not know what is done about it. I am sure that something must be done. I once again emphasise the prime question of incentives, for on that will depend how successful we will be in introducing compulsory education.

6 P.M.

I wholeheartedly support the system of providing mid-day meals to school children from the yield from the land. From the little knowledge I have, if it is for a specific purpose, *i.e.*, as a contribution to mid-day meals, a large number of villagers are prepared to give you land. If Sri Vinoba Bhave had asked for land, it is a different matter. But if you ask for a specific purpose of providing mid-day meals I am sure that a large number of villagers would come with their contribution and that would make your scheme a thumping success as it would raise the attendance to an appreciable extent. Fortunately, if the land reforms which are ready will be implemented more and more land will come to the villages which can be given to the schools as a contribution for mid-day meal purposes. The income from these lands can be increased by linking up basic education with allied programmes like agriculture, small scale industries, N.E.S., etc. The children will not be merely learning the 3 R's but they will have an incentive to learn other subjects also. I wish to congratulate the overnment for thinking such imaginative schemes.

With regard to attendance scholarship that has been tried, I would like to know to what extent it has been a success because if I might say something about my own school in the labour colony at Devagiri, giving uniforms has been a very potent incentive for drawing school children into attendance. When we started the school,—you know the labour is so apathetic towards education—we said “if you attend you will be given uniforms” and it has worked as a miracle. We had hundred per cent attendance in the school because we introduced a scheme of giving uniforms as an incentive for good attendance. Therefore I would like to know from the Hon'ble Minister to what extent attendance scholarship has been successful. I also feel that in the matter of educational concessions they must be based not on caste, or creed, but on poverty. I am sure that one day we will have to accept this principle if we are to provide adequate

incentive to poor boys to take full advantage of the educational facilities that the Government will be pleased to give them.

Another minor suggestion is that if you shift holidays to coincide with monsoon season, I am sure it will increase attendance by 20 per cent. It is something worth trying because in the monsoon season nobody attends primary schools. Similarly they may be made to show incentive in other fields. For example, if Government could give open air theatres to every district headquarter and provide dramatic facilities they will popularise education to a very large extent.

Next I want to touch about the problem of wastage in basic education. It is very interesting that the Planning Commission says that there is 50 per cent of wastage on primary education. By that they mean, if there are 100 boys in the first class only 50 will reach the fifth class. I can say without hesitation that this is a very safe estimate. Even according to the figures that I have been able to collect in Mysore, there are 8.4 lakhs of students in the first class, 4.3 lakhs in the second class, 3 lakhs in the third class, 2.3 in the fourth class and 1.8 in the fifth class. Therefore wastage in Mysore State is 75 per cent because students in fifth class are only 25 per cent of the number in the first class. I can say without hesitation that the wastage in rural areas is more than 90 per cent. This figure of 75 per cent which you have got is in regard to urban areas. If you are able to provide one school for every village, and if there are 300 villages, if the wastage is 90 per cent, that means you will have never progressed more than 10 per cent in regard to the rural educational need of the people. Hence to my mind what is more important is not merely providing buildings or roads, but courage and imagination to deal with this problem of wastage. Otherwise compulsory education is a failure.

Next I refer to the question of stagnation. A single teacher can manage not more than two classes in a school. Today what happens is in a village a single teacher school never becomes a double

(SRI M. Y. GHORPADE)

teacher school unless the teacher-pupil ratio is 1:4. That becomes an impossibility. Therefore there is complete stagnation. What happens if there are 40 boys and four or five boys progress, they do not know where to go. Unless he happens to be the son of a rich man or Patel who used the primary school teacher as a private tutor, he cannot go to district headquarters for studies. So it is very essential that if this problem of stagnation has to be dealt with effectively there has to be a middle school fully equipped with five or seven teachers within a radius of three miles because then we can have the single teacher or double teacher schools act as feeders to the middle schools which are placed over a radius of three miles.

Sri G. VENKATAI GOWDA.—There is no question of middle schools.

Sri M. Y. GHORPADE.—Whether it is middle school or upper primary school, whatever it is, teacher-pupil ratio has to be relaxed. Otherwise it will be a major stumbling block. I do not see why it should not be relaxed. Looking at the Government of India's policy, they have an unemployment relief scheme where 40,000 untrained teachers have been employed and therefore a little relaxation in the teacher-pupil ratio in the interest of higher attendance and better utilisation of resources is not at all asking for too much. There is a false conception that to maintain a high grade teacher necessarily it means higher attendance. This has not been the experience in this connection for the last ten years.

Then a word about inspection. I agree that inspection is inadequate. Even the Mysore Educational Reforms Committee has stated it categorically and so there is no doubt about that. Therefore I feel a group of visitors and public committees to help the inspectorate will introduce an element of public vigilance and lighten the task of Government. So steps should be taken by Government to set up public vigilance committees or visitors' group whatever it is called.

Then a word about Scheduled Castes. It is my experience that in many villages though the Scheduled Castes are legally allowed to attend schools, due to reasons of social habits they are not allowed into the schools. I had myself to fight with the teacher in my own school saying that it is against the Constitution. With all this, because of social habits, they really do not go into the schools. I feel that this problem cannot be solved in the right spirit by merely setting up separate schools for Harijans. To some extent that might be done but the policy should be to encourage as far as possible these children mixing with others. That I submit can be done if Government makes it a policy that if a single teacher school becomes a double teacher school, as far as possible the second teacher should be a Scheduled Caste man so that automatically they get used to the new values in keeping with the democratic republic.

Sri ANNA RAO GANAMUKHI.—Have you ever thought of the financial implications of that?

Sri M. Y. GHORPADE.—I say that if you are going to give two teachers let the second teacher be a Scheduled Caste man.

Then, Sir, a word about girls' education. It is very disheartening to find that out of 66% in the age group 6 to 11 80% are males. In 1953-54 women teachers were only 17% of the total. Something will surely have to be done to meet the situation in the Third Five-Year Plan. Some of the necessities in this regard are better housing facilities for women teachers in rural areas. Whenever it is possible to get husband and wife to teach in primary schools, it should be the policy of Government to post them in the same village so that it may be easier for them to get on. If part time employment opportunities are given to women in primary schools I am confident that many married women would be available for teaching in primary schools.

A word about nursery education. It has been made clear that since Government is at present concentrating upon compulsory primary education, it may not be possible for Government to

concentrate sufficient attention on nursery education for some time to come. Therefore, I feel that the State Social Welfare Board is eminently suited to plan for nursery education in the State in consultation with the State Government and such private bodies that are prepared to work in co-ordination with the State Social Welfare Board. If the State Social Welfare Board is entrusted with this task, it will do a first class job.

Therefore, taking all these things into consideration, I want to submit that since the Mysore Government has already prepared an Educational Service for the entire State—that is what I was given to understand—there is no difficulty for the Government to prepare master plans for every district and every taluk. Let it be clearly stated that this is the master plan for the district; these are the schools which will be upgraded into upper primary schools; these are the places where higher primary schools will be given. Like this let there be a master plan for the next five years so far as educational programme is concerned. If that is done, I am sure we will be able to build up a lot of enthusiasm for the Government's educational programme. Today we do not know what exactly is going to be done in the coming year and therefore it is very difficult for field workers like us who are in close contact with villagers to build up any enthusiasm in the villagers for the wonderful thing that the Government is doing. Therefore I say with all the emphasis at my command that it will be immensely good if the Government publishes a master plan for each district and each taluk. Then it will be a great help for field workers like me to build up the necessary enthusiasm in the people and also for the Government to get the necessary co-operation that they expect from the villagers. So I hope that within a year such master plans will be published. It may be something on the lines contemplated by the Minister for Public Works. He is contemplating a master plan for irrigation projects. I submit that it is far easier to make a master plan for education than for public works because

education is on scientific principles which have to be applied so that there would not be any political pressure, higgie-haggle and uncertainty. Uncertainty is the greatest damper for public enthusiasm.

Before I conclude I wish to suggest that there should be for Mysore a State Public School. This is not a novel idea because this has been tried by the Congress Government in Bihar and found to be extremely successful. Members will agree that there should be some schools where education is given for training in leadership. Even communist countries accept that special facilities will have to be provided for students with special talents. If my friend Sri Narasimhan were present here, he would have given his assent to this suggestion. Let us recognise that Public Schools in this country as in England have always done a very good job to produce leaders, but the only difficulty is that there is a great deal of snobbery in these schools; they are meant for the children of rich people. That is not in keeping with the spirit of the times. We cannot blame the Public Schools, because this is inherent in the very system of such schools. The expense of education in such schools is so high that only rich people can afford to send their children. If you can have a Public School minus this difficulty of snobbery, it would be an ideal formula in keeping with the spirit of the Democratic Republic that we are. Such a formula has been found by the Bihar Government. In this connection, I may mention to the House the name of Mr. F. G. Pearce who has vast experience of running Public Schools. He was Principal of the Scindia School and he is a well-known educationist in the country. Mr. Pearce was commissioned by the Bihar Government in 1952 to give them a scheme for starting a Public School. He gave them a scheme which was accepted *in toto*. The result was the starting of the Bihar Public School. Admission to this school is made on merits, but the fees charged are according to income of the parents. I have prepared a detailed memorandum on this point and if the

(SRI M. Y. GHORPADE)

House desires I will submit it to the House for kind consideration. Out of 250 boys more than one-third of the boys are the children of parents with less than Rs. 100 income and they have not to pay any fees. Thus there is no snobbery in this school.

Sri ANNA RAO GANAMUKHI.—Is it only Bihar that has got such a School?

Sri M. Y. GHORPADE.—A State Public School on this basis is there only in Bihar. In this School there are 250 students and more than one third of them come from families with less than Rs. 100 income and they do not pay any fees.

There are more than 40 Adivasi boys. You feel sometimes that backward communities cannot compete. It is not so. It is purely on the basis of competition and merit. Still, out of 250 boys, 40 Adivasi boys are able to get in there strictly on merit. The scale of fees are as follows :

<i>Parents' Income</i>	<i>Scale of Fees</i>
	Rs.
Rs. 750 or more p.m.	1,200 p.a.
Between Rs. 501 and Rs. 750 p.m. ...	900 p.a.
Between Rs. 251 and Rs. 500 p.m. ..	600 p.m.
Between Rs. 101 and Rs. 250 p.m. ...	400 p.a.
Below Rs. 100 p.m.	Nil

Sri ANNA RAO GANAMUKHI.—If Backward Class students do not come under merit category, they are not allowed?

Sri M. Y. GHORPADE.—You might say 25 per cent of the admissions for those who can afford. If you want truly a classless set up, all classes can come and mingle and 25 per cent for those who can pay.

Sri ANNA RAO GANAMUKHI.—If merit is the only consideration then it is most probable that backward classes cannot get seats.

Sri M. Y. GHORPADE.—40 Adivasis have got into that institution with a strength of 250, with merit; the average per capita cost is Rs. 1,250 per annum per boy; it costs then only Rs. 4 lakhs; if with Rs. 4 lakhs 250

boys are to be given first class education on merit, irrespective of their being poor boys it is something worth considering. After all, in the entire budget, you have got half a dozen schemes costing Rs. 2 lakhs to Rs. 3 lakhs which do not function to the satisfaction of the Government or the public. Surely you can try this scheme. It is not an experiment; there is a parallel case; you have to write to Bihar Government and get details. Or else, I will submit a memorandum. By this, 250 boys will receive first class education. I appeal to the Government and I trust the Government will give its due consideration. Such schools will greatly improve the chance of Mysoreans in public examination. I hope that some of the prejudice that is noticed in this House against I.A.S. and I.P.S. Officers will be reduced if such a school is allowed to function for a period of five years, and we will do extremely well then in the all-India competitions.

Sri ANNA RAO GANAMUKHI.—Have you any idea about the syllabus followed and the technical courses of that institution?

Sri M. Y. GHORPADE.—I will give a full-fledged memorandum. Mr. Pearce has drafted it and we want to touch it up. I only wanted to give the broad outlines. The last comment which I am making is not coming out of any local patriotism. But I suggest that Ramandur Hills in Sandur is ideally suited for such a public school. It is the opinion of Mr. Pearce who visited it. He has stated as follows: "The present writer has spent the greater part of 45 years in planning, organising and carrying on residential schools in India and has had actual experience of the running of such schools in many parts of the country, from Gwalior to Nainital, from Bombay to Andhra Pradesh and Bihar. He was the originator of the Scindia School, of the present Rishi Valley School, and of the Netarhat Vidyalaya. Until his recent visit to Ramadurg, Sandur, he had seen no places in the whole of India more ideally suited for residential school than Rishi Valley and Netarhat. But, after seeing Ramadurg, he has had to

revise his opinion. It is a perfect spot for the establishment of a first rate institution on public school lines modified to suit the modern conditions of India." I will read the other paragraph. This is what he says: "In short, Ramgad provides in an almost unique degree every facility for the establishment of a good residential school, and, with its existing buildings renovated, it could provide them on a small scale immediately. It seems a wonderful opportunity for those concerned with the training of future leaders of India, to build up a new institution with so many ready-made advantages and without a very heavy outlay."

Sri G. VENKATAI GOWDA.—You must first satisfy yourself with the starting of a school. The question of location of the school comes afterwards.

Sri G. N. PUTTANNA.—How long did he stay in Sandur?

Sri M. Y. GHORPADE.—He stayed for nearly a week. For a man of that experience it does not require years to judge the educational potential of the place. Therefore, Sir, in conclusion, I wish to emphasise that if this master plan is introduced, and priority is given to such Public Schools, we will be making a real contribution to first class education in this State of ours.

Mr. DEPUTY SPEAKER.—The House now rises and meets again tomorrow at one o'clock.

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The House adjourned at Twenty five Minutes past Six of the Clock to meet again at One of the Clock on Friday, the 20th March 1959.

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